

**Parental involvement in elementary education in Kazakhstan: Nature, factors, and  
implications for academic achievement**

Alyona Kaus

Submitted in partial fulfillment of the requirements for the degree

Master of Science

in

**M.Sc. in Educational Leadership**

Nazarbayev University Graduate School of Education

June 2018

Word Count: 20820

**AUTHOR AGREEMENT**

By signing and submitting this license, I Alyona Kaus grant to Nazarbayev University (NU) the non-exclusive right to reproduce, convert (as defined below), and/or distribute my submission (including the abstract) worldwide in print and electronic format and in any medium, including but not limited to audio or video.

I agree that NU may, without changing the content, convert the submission to any medium or format for the purpose of preservation.

I also agree that NU may keep more than one copy of this submission for purposes of security, back-up and preservation.

I confirm that the submission is my original work, and that I have the right to grant the rights contained in this license. I also confirm that my submission does not, to the best of my knowledge, infringe upon anyone's copyright.

If the submission contains material for which I do not hold copyright, I confirm that I have obtained the unrestricted permission of the copyright owner to grant NU the rights required by this license, and that such third-party owned material is clearly identified and acknowledged within the text or content of the submission.

IF THE SUBMISSION IS BASED UPON WORK THAT HAS BEEN SPONSORED OR SUPPORTED BY AN AGENCY OR ORGANIZATION OTHER THAN NU, I CONFIRM THAT I HAVE FULFILLED ANY RIGHT OF REVIEW OR OTHER OBLIGATIONS REQUIRED BY SUCH CONTRACT OR AGREEMENT.

NU will clearly identify my name(s) as the author(s) or owner(s) of the submission, and will not make any alteration, other than as allowed by this license, to your submission.

I hereby accept the terms of the above Author Agreement.

Alyona Kaus  
Author's signature:

27/06/2018  
Date:

I hereby declare that this submission is my own work and to the best of my knowledge it contains no materials previously published or written by another person, or substantial proportions of material which have been submitted for the award of any other course or degree at NU or any other educational institution, except where due acknowledgement is made in the thesis. This thesis is the result of my own independent work, except where otherwise stated, and the views expressed here are my own.

Signed: *Alyona Kaus*  
Date: *27/06/2018*

**NUGSE Research Approval Decision Letter**

GSE Research committee <gse\_researchcommittee@nu.edu.kz>

Attachments11/13/17

to me, Daniel

Dear Alyona,

The NUGSE Research Committee reviewed your study proposal and decided:

To grant approval for this study subject to minor changes, to be discussed with supervisor

Please, see the comments suggested by the Reviewers in the attached forms to revise your proposal. Before starting your data collection, you need to discuss these changes with your supervisor, revise your proposal accordingly, and then ask your supervisor to check the revised proposal.

Sincerely,

NUGSE Research Committee

**CITI Training Certificate**



### **Abstract**

Parental involvement is a multidimensional construct required to ensure children success at school. The current study aimed to investigate parental involvement beliefs and practices utilized by Kazakhstani parents, the factors that mediate parental involvement, as well as the relationship between parental involvement and students' academic achievement. The research reported on the data collected from 172 parents who had their children in Grade 1 and Grade 4 of the Elementary school.

Findings evidenced that, overall, parents in Kazakhstan hold strong beliefs about the importance of parental involvement, actively involved in parental involvement practices and recognize multifaceted nature of the concept as defined by Epstein (1995). It was observed that mothers' employment schedule as well as child's gender, child's grade and school language of instruction determined the degree of parental involvement practices parents reported to employ. No statistical correlation was found between parental involvement dimensions and children's general academic achievement, their achievement in math and reading. The study concludes with the discussion of its limitations, practical implications and directions for the future research.

*Keywords:* parental involvement, academic achievement, Epstein typology, mediating factors, Kazakhstan, Elementary school.

### Абстракт

Баланы тәрбиелеу мен оқытуда ата-аналардың қатысуы баланың үйлесімді дамуы мен академиялық жетістіктері үшін қажетті тәжірибе жиынтығы болып табылады. Бұл зерттеудің мақсаты – қазақстандық контекстте ата-ананың қатысуы қалай түсінілетінін және қолданылатындығын зерттеу; ата-ананың қатысу деңгейіне әсер ететін факторларды анықтау; сондай-ақ баланың академиялық көрсеткіштеріне ата-ананың қатысуының әсерін талдау. Зерттеуге 172 ата-ана қатысты, олардың балалары бастауыш мектептің 1-ші және 4-ші сыныптарында оқиды.

Зерттеудің қорытындысы бойынша қазақстандық отбасылар, жалпы алғанда, ата-аналардың баланы тәрбиелеу мен оқытуына қатысу идеясын кеңінен қолдайды және ата-аналардың қатысуын сипаттайтын әр түрлі іс-шараларға қатысады.

Қолданылатын практиканың әртүрлілігі Қазақстандағы басқа әлеуметтік контексттердегі сияқты, ата-аналардың қатысу тұжырымдамасы композициялық болып табылады және Epstein (1995) әзірлеген алты негізгі бағытты көрсетеді. Оған қоса, қазақстандық контексте ата-аналардың қатысу дәрежесіне әсер ететін факторлар анықталды. Олардың ішінде баланың жынысы, оқитын сыныбы, оқыту тілі және аналардың жұмыс кестесі. Ата-аналардың қатысуы мен балалардың бастауыш мектептегі академиялық үлгерімі арасындағы байланыс анықталмады. Соңында, осы зерттеудің кемшіліктері, жиналған мәліметтерді практикалық қолданудың ықтимал жолдары, сондай-ақ келесі ғылыми жұмыста ата-аналардың қатысуын одан әрі зерттеу бағыттары қарастырылады.

*Негізгі терминдер:* ата-аналардың қатысуы, академиялық үлгерім, Epstein (1995) теориясы, анықтаушы факторлар, Қазақстан, бастауыш мектеп.

### Абстракт

Родительская вовлеченность в обучении и воспитании ребенка - понятие, которое представляет собой набор практик, необходимых для гармоничного развития и академического успеха ребенка. Целью данного количественного исследования было изучить, как родительская вовлеченность понимается и практикуется в Казахстанском контексте; выявить факторы, которые оказывают влияние на степень родительской вовлеченности; а также проанализировать влияние родительской вовлеченности на академическую успеваемость ребенка. В исследовании приняли участие 172 родителя, чьи дети обучаются в 1х и 4х классах начальной школы.

Результаты исследования показали, что в целом, Казахстанские семьи широко поддерживают идею вовлеченности и охотно принимают участие в различных видах деятельности, характеризующих родительскую вовлеченность. Разнообразие применяемых практик, свидетельствует о том, что, как и в других социальных контекстах, в Казахстане, понятие родительская вовлеченность является составным и отражает шесть основных направлений разработанных Epstein (1995). Кроме того, были выявлены факторы, влияющие на степень проявления вовлеченности в Казахстанском контексте. Среди них пол ребенка, класс обучения, язык обучения и рабочий график матерей. Влияние родительской вовлеченности на академическую успеваемость ребенка в начальной школе обнаружено не было. В заключении, рассматриваются недостатки данного исследования, возможные пути практического применения полученных данных, а так же предлагаются направления для дальнейшего изучения родительской вовлеченности в последующих научных работах.

*Основные термины:* родительская вовлеченность, академическая успеваемость, теория Epstein (1995), определяющие факторы, Казахстан, начальная школа.



**Table of Contents**

List of Tables .....	xi
List of Figures .....	xii
List of Abbreviations .....	xiii
<b>1. Introduction</b> .....	<b>1</b>
1.1. Introduction.....	1
1.2. Research background .....	1
1.3. Context of the study .....	3
1.4. Research problem.....	5
1.5. Aim of the study and the research questions .....	6
1.6. Significance of the study.....	7
1.7. The outline of the study .....	9
<b>2. Literature Review</b> .....	<b>10</b>
2.1. Introduction.....	10
2.2. The concept of parental involvement.....	10
2.2.1. Definition of parental involvement.....	10
2.2.2. Epstein's typology of parental involvement.....	13
2.2.3. Parental involvement in elementary school.....	18
2.3. Predictors of parental involvement .....	19
2.3.1. Family demographics .....	19
2.3.2. Family socioeconomic status.....	21
2.3.3. School characteristics .....	24

2.4. The concept of academic achievement .....	25
2.4.1. Definition and measures of academic achievement .....	25
2.4.2. Relationship between parental involvement and academic achievement.....	27
2.4.3. Types of parental involvement and academic achievement .....	29
2.4.4. Parental involvement and different measures of academic achievement .....	30
2.4.5. Raters of parental involvement.....	31
2.5. Conclusion .....	32
<b>3. Methodology .....</b>	<b>34</b>
3.1. Introduction.....	34
3.2. Research design .....	34
3.3. The research sample.....	35
3.4. Research instrument.....	37
3.5. Piloting.....	40
3.6. Data collecting procedure .....	41
3.7. Response rate .....	41
3.8. Data analysis procedures.....	42
3.9. Methodological limitations .....	43
3.10. Ethical considerations .....	44
<b>4. Results.....</b>	<b>47</b>
4.1. Introduction.....	47
4.2. Nature of parental involvement .....	47

4.3. Predictors of the parental involvement .....	50
4.3.1. Family demographics .....	51
4.3.2. Family socioeconomic status.....	53
4.3.3. School characteristics .....	56
4.4. Parental involvement and academic achievement .....	59
4.5. Conclusion .....	60
<b>5. Discussion</b> .....	<b>63</b>
5.1. Introduction.....	63
5.2. Nature of parental involvement .....	63
5.3. Predictors of the parental involvement .....	65
5.3.1. Family demographics .....	65
5.3.2. Family socioeconomic status.....	67
5.3.3. School characteristics .....	69
5.4. Parental involvement and academic achievement .....	70
<b>6. Conclusion</b> .....	<b>72</b>
6.1. Introduction.....	72
6.2. Summary of the findings.....	72
6.3. Limitations and future research directions.....	73
6.4. Research implications .....	74
<b>References</b> .....	<b>76</b>
<b>Appendices</b> .....	<b>95</b>

**List of Tables**

<i>Table 1.</i> Descriptive characteristics of the parents participated in the study.....	36
<i>Table 2.</i> Descriptive characteristics of the children parents reported on.....	37
<i>Table 3.</i> List of indices to measure parental involvement beliefs and practices.....	39
<i>Table 4.</i> Descriptive statistics of the parental involvement beliefs and practices. ....	47
<i>Table 5.</i> Pearson product-moment correlation coefficient between parents' beliefs and practices within Epstein's (1995) typology. ....	49
<i>Table 6.</i> Effect of the child's gender on parental involvement practices.....	52
<i>Table 7.</i> Effect of the mothers' employment status on mothers' parental involvement beliefs. ....	55
<i>Table 8.</i> Effect of the mothers' employment status on mothers' parental involvement practices. ....	56
<i>Table 9.</i> Effect of the child's grade on parental involvement practices.....	57
<i>Table 10.</i> Effect of the school language of instruction on parental involvement practices. ....	58
<i>Table 11.</i> Spearman's correlation between six parental involvement dimensions and students' academic achievement. ....	60

**List of Figures**

<i>Figure 1.</i> Overlapping spheres of influence theoretical model (Epstein et al., 2002). .....	14
<i>Figure 2.</i> Epstein's (1995) typology of parental involvement.....	15
<i>Figure 3.</i> Categorising of the parental involvement types defined by Epstein (1995.).....	17

**List of Abbreviations**

**ANOVA:** Analysis of variance

**GPA:** Grade Point Average

**IAC:** Information-analytic centre

**MES:** Ministry of Education and Science

**OECD:** Organisation for Economic Co-operation and Development

**PISA:** Programme for International Student Assessment

**PTA:** Parent-Teacher Association

**PTO:** Parent-Teacher Organization

**UNESCO:** United Nations Educational, Scientific and Cultural Organization

## **1. Introduction**

### **1.1. Introduction**

This chapter provides research background information on parental involvement to highlight the rationale for the current research. The purpose of the study and the research questions are specified and followed by the speculation on the significance of the study and its primary and contingent beneficiaries. Chapter 1 concludes with a brief outline of the thesis structure that maps the content of subsequent chapters.

### **1.2. Research background**

Parents take the central part in all spheres of their children's lives, including education. Historically, parents were the ones who educated their offspring or chose the governors for them. In the beginning of 20th century, with the expansion of formal education, however, schools became the primary places to cultivate knowledge and develop skills (Scully, Barbour, & Roberts-King, 2015). Since then, family-school collaboration underwent dramatic changes (Epstein & Sanders, 2002). Initially, there was a clear cut between the roles families and school performed: schools aimed at developing basic literacy, calculation, and sciences, whereas parents taught their children culture, moral and religion (Hill & Taylor, 2004). Today's curriculum has further expanded to incorporate many aspects which were traditionally considered as a family responsibility to foster, leaving the majority of parents uninvolved (Scully et al., 2015). Hill and Taylor (2004) point out that the parent-school relationship became sequential, meaning that families are expected to prepare their children for school so that teachers could take over with little family participation hereafter. Epstein (1995) claims that "there are still educators who say, 'If the family would just do its job, we could do our job.' And there are still families who say, 'I raised this child; now it is your job to educate her'" (p.702).

Abovementioned attitudes contradict the underlying principles of Bronfenbrenner's

ecological theory (1979), which states that an individual is an integral part of separate ecosystems interconnected and interrelated with one another. Based on this premise, Epstein (1995) argues for the theory of “overlapping spheres of influence” (p.702). She reasons that when parents, schools and communities share the same vision and pursue common goals, children feel cared for and are more prone to do their best and succeed (Epstein, 1995). The research in the field has led to a growing consensus among various stakeholders that close collaboration among schools, families, and communities has a significant impact on students’ learning (for reviews see Castro et al., 2015; Fan & Chen, 2001; Wilder, 2013). Parents, therefore, should not be excluded from education, but rather encouraged to become and stay involved.

Five decades of research demonstrate a rather consistent positive relationship between parental involvement and students’ school performance irrespective of the varieties in education systems and family demographics (and the dynamics between them) measured in different time and geographic locations (Carter, 2002). The focus of extant research studies is relatively diverse and ranges from school dropout rate (Barnard, 2004; McNeal, 2001), school attendance (Christenson & Christenson, 1998) and grade transition (Kreider, 2002; Meidel & Reynolds, 2000) to students’ intrinsic motivation (Borgonovi & Montt, 2012; Sanders, 1998) and their behavioral patterns (Hederson & Berla, 1994; McNeal, 2001). Alvarez-Valdivia et al. (2012) went so far as to frame the phenomenon of parental involvement within the Vygotsky's socio-cultural theory of child development. They argue that when parents are engaged with their children’s school education, the transmission of the cultural values is taking place (Alvarez-Valdivia et al., 2012). Chen (2008) further reasons that it is only natural to expect that the exposure to “the quality support from significant others” will be beneficial for students’ educational experiences (p.184). The positive impact of the parental involvement interventions is reported to hold across diverse age groups (Jeynes, 2012), although it appears



to be more pronounced at the elementary school level.

Most commonly, parental involvement is identified as a critical factor to accelerate students' academic achievements. A substantial body of research confirms the relationship between parental involvement and academic achievement (Castro et al., 2015; Hill & Tyson, 2009; Jeynes, 2012); however, the results vary greatly from low-moderate positive to negative and non-existent (Mattingly, Prislun, McKenzie, Rodriguez, & Kayzar, 2002; McNeal, 2001). The consistent positive effects of parental involvement, according to Borgonovi and Montt (2012), are most commonly noted in the US and the UK, where it has been most thoroughly researched. Parental engagement has also been investigated in such varied cultural contexts as Mexico, Korea, Egypt, Iceland, Greece, Hong Kong-China, Italy, New Zealand, Germany, and the Netherlands. However, empirical research on parental involvement in Central Asia is rather limited.

### **1.3. Context of the study**

Kazakhstan is a unique representative of developing countries in Central Asia. Its education had initially developed as a part of Soviet Union system. Since the country gained its independence in 1991, some educational reforms have taken place, however Soviet legacy is still present (Rouse, Yakavets, & Kulakhmetova, 2014).

The majority of secondary educational institutions ( $n = 7160$ ) are accountable to the local executive authorities (Information-analytic centre (IAC), 2016a). They are represented by state and private schools, gymnasiums, lyceums and correctional schools. By the language of instruction, institutions are divided into Kazakh ( $n = 3777$ ), Russian ( $n = 1262$ ) or mixed ( $n = 2088$ ), where education is provided in either Kazakh or Russian (IAC, 2016b). No more than 50 schools teach in minority languages, such as Uyghur, Tajiki, Uzbek, Chechen, Azeri, Kurdish, Dungan, Polish and Turkish (IAC, 2015). Approximately 31 percent of schools have students in one shift, whereas 68 percent of secondary schools work in two shifts (IAC,

2016b). Grade distribution among shifts is decided at the school level and therefore inconsistent. There are also schools which practice a three-shift system (1.2%), but they are mainly situated in the Southern parts of the country (IAC, 2016b).

According to IAC (2015), a similar proportion of children attends urban and rural schools. In 2014, for example, there were 51.2 percent of learners in cities and towns compared to 48.7 percent of students in villages (IAC, 2015). Despite such population distribution, the number of schools located in rural areas is more than three times higher than the number of urban schools (IAC, 2015).

The Constitution of the Republic of Kazakhstan (1995) guarantees every citizen a free secondary education, whereas the Law on Education of the Republic of Kazakhstan (2007) further specifies that free pre-school, primary, general secondary and basic vocational education is to be provided to all children in Kazakhstan. Such state policies lead to almost universal school enrolment (97.7 percent), which is 17.8 percent higher than the average world student coverage ratio (79.9 percent) (IAC, 2016a).

The elementary school represents the first stage of compulsory secondary education in the Republic of Kazakhstan. Children enter the primary school at the age of seven and study there for four years (from Grade 1 to Grade 4) (United Nations Educational, Scientific and Cultural Organization (UNESCO), 2011). Although it is possible to start elementary school at the age of five or six (IAC, 2016b), such occasions are not frequent (UNESCO, 2011). The key objectives of the primary education, defined by UNESCO (2011), are “to teach children to read and write, to develop basic skills in numeracy and simple arithmetical operations, and to teach the elementary basis of social and natural disciplines” (p.11).

The data on parental involvement in Kazakhstan is quite limited, apart from the Organization for Economic Co-operation and Development (OECD) report, which points out at the above average level of parental involvement in the country (OECD, 2013). It is

common for Kazakhstani parents to get engaged with education through Parents' Committees and Board of Trustees (Pons et al., 2015). Boards of Trustees as a mean to promote collaboration between schools and parents were first initiated in 2007 (MES, 2007). They were aimed to guide decision making, ensure public control over school activities and make school management less centralized (IAC, 2014). Still, the role and function of these organizations are unclear (Pons et al., 2015). No data is available which elaborates on the extent participation in the Parents' Committee or Board of Trustees allows getting involved with school or taking part in the school-related decision making activities.

#### **1.4. Research problem**

OECD report on Parental Involvement in Selected Countries and Economies participating in the Programme for International Student Assessment (PISA) states that parental involvement might be successfully used as a mean to ease financial pressure on the education budget through minimizing the number of students who fail to complete the annual academic program and need additional subsidizing from the government to repeat the year (Borgonovi & Montt, 2012). Parental involvement is also reported to increase the level of the school completion rate, which is pivotal for children's future economic success, especially for those coming from low-income families (Barnard, 2004). Therefore, understanding of how parental involvement and academic achievement are related together with the implementation of policies which encourage parental involvement will assist policy-makers to address the issue of grade repetition more cost-effectively and to ensure school success for all learners.

Furthermore, as it has been already mentioned above, just above 97 percent of school-aged students were enrolled in Kazakhstani educational institutions (IAC, 2016a). However, public satisfaction with the quality of education provided was found to be extremely low: only 56.1 percent of the population is satisfied with the education they receive (IAC, 2016a). Since Driessen, Smit and Slegers (2005) argue that parental involvement is commonly viewed as a

strategy to advance the quality of education, by understanding the perception of parental involvement within Kazakhstani community and creating more opportunities for parents to participate, public attitude towards state education might be altered.

Thus, parental involvement is beneficial to practically every group of stakeholders involved in education. Sung (2010), however, claims that effectiveness of parental involvement interventions is closely related to the cultural context it is taking place. A considerable number of countries and policies worldwide have acknowledged the value of parental involvement and committed to launching intervention programs (Domina, 2005), whereas engaging parents in education is still an unexplored terrain in Kazakhstani context. Hence, it is yet to be found out what the parental involvement beliefs and practices in Kazakhstan are, which factors affect parents' choice to become involved in their child's schooling and what the relationships between parental involvement and academic achievement are.

### **1.5. Aim of the study and the research questions**

Taking into consideration the gaps in the existing research described above, the central goal of the current study is to explore the nature of parental involvement and its influence on students' academic achievement in Kazakhstan. More specifically, the study aims to investigate how the concept of parental involvement is understood and practiced in Kazakhstani context as well as to determine the factors which affect the degree of parental engagement.

The aim of the study leads to the following research questions:

1. How is the concept of parental involvement understood by Kazakhstani parents in elementary school?
2. Which types of parental involvement are typically practiced in elementary schools in Kazakhstan?

3. What are the factors which affect the degree of parental involvement in these settings?
4. What is the relationship between parental involvement and students' academic achievement in elementary school in Kazakhstan?

This paper uses a non-experimental, exploratory survey research design. The beliefs and practices of the parental involvement are investigated by utilizing Epstein's (1995) typology and are measured by six-point Level of Agreement and Frequency Likert-scales; whereas parents' rating of their child's general and subject-specific academic performance is taken as a measure of academic achievement.

### **1.6. Significance of the study**

It is expected that the research results will yield the insights of the parental involvement phenomenon in Kazakhstan, the ways it is practiced and the factors which determine the degree of parents' engagement. In a broader context, attracting the attention to the notion of parental involvement will benefit students, parents, teachers, school administration, policymakers and the society in general.

The hope is that the finding of the research will be considered by the ministry of education to develop policies and initiatives to promote parental involvement. It is a worldwide trend to encourage parental involvement programs at the governmental level. For instance, in the 1990s the United States chose parental involvement to be one of the six areas that need to be reformed (Borgonovi & Montt, 2012). Similarly, in 2011, the Chilean Education Minister initiated the contract of honor to be signed by state, schools and parents, which obliged the latter to participate in the number of activities to popularise parental involvement (Eurydice, 2005). In Kazakhstan, parental involvement is highly encouraged at the pre-school level within the Strategic Plan of the Ministry of Education and Science of the Republic of Kazakhstan for 2014-2018 years (MES, 2014). One might assume that similar

innovations will be introduced at other educational levels. Hence, the study is rather topical in the Kazakhstani context and might assist governmental agencies in the development of such policies and their effective implementation.

The results of the study might be used at the school level to provide school administrators and classroom teachers with the scientific evidence on how parental involvement is understood and practiced by the parents. It will also permit the school leadership to identify the groups of parents who are less inclined to become involved in their children's education as well as to come up with a course of action to support the disadvantaged contingent. Not only will it enable every student to succeed, but also boost school academic performance. Bronfenbrenner's (1979) ecological theory laid the firm theoretical basis for justifying the necessity of school and parents to work together. Consequently, several studies have documented that students achieve the highest when families, school and communities share the common goal emphasizing motivation and learning (Christenson & Christenson, 1998; Epstein & Sanders, 2002; Kellaghan, Sloan, Alvarez, & Bloom, 1993).

The study might be used by parents to develop a better understanding of the multidimensional nature of the parental involvement. Hill and Taylor (2004) also suggest that involving parents in their child's schooling allow them to address the needs of a child better as well as to become more active participants in the educational process, thus increasing parents' social capital. Furthermore, active parental involvement was found to enhance parents' appreciation for education and learning, boost respect for teachers and revive their interest in self-education (Hara & Burke, 1998).

Although there are no direct benefits for the children, there is a possibility of long-term indirect ones. If schools, parents and state agencies choose to use the findings of this study to reconsider their beliefs of the parental involvement and facilitate parental

involvement practices, it might assist children's cognitive and emotional development as well as maximize their success as learners.

Finally, the results of this research study may be presented at scientific or professional meetings or published in scientific journals, thus extending previous research by contributing new insights to the literature.

### **1.7. The outline of the study**

The thesis is organized into six chapters. Chapter 1 provides the research background information as well as justifies the significance of the research. The purpose and research questions that guide the current study are outlined. Chapter 2, defining parental involvement and academic achievement, explores what is known to date about the relationship between the two. It reviews Epstein's (1995) typology of parental involvement, which is widely used in the literature to conceptualize the parental involvement phenomenon. Apart from that, it summarises the existing research and discusses the factors which determine parental involvement beliefs and practices parents tend to exhibit. In Chapter 3 research methodology, research design and research methods are outlined. This chapter introduces research participants and research sites together with sampling techniques and ethical considerations. Data collection instruments and analysis approach are explained and validated. The results of the analyses are executed in Chapter 4 and exhaustively discussed in Chapter 5. Chapter 6 concludes with the summary of the main findings, study limitations, and research implications. Finally, the connection is drawn to the research purpose and research questions framed in Chapter 1.

## **2. Literature Review**

### **2.1. Introduction**

The current chapter presents a comprehensive literature review on parental involvement and academic achievement. It starts with a discussion of the definition of parental involvement utilized to date, and then introduces the theoretical framework, which guides the study. Next, the factors which were found to affect parental involvement beliefs and practices are scrutinized, followed by the critical analysis of the relationship between parental involvement and academic achievement.

### **2.2. The concept of parental involvement**

The discussion of the nature of parental involvement in the subsections below starts with an analysis of the array of parental involvement definitions utilized in the accumulated literature. Then it moves into describing the Epstein's (1995) framework, which is commonly used to conceptualize parental involvement. In the final subsection, the author's decision to investigate parental involvement at the elementary school level is justified.

#### **2.2.1. Definition of parental involvement**

Although the term "parental involvement" appears to be self-explanatory, it is, in fact, like many other abstract concepts, rather vague and open to interpretation (Fan & Chen, 2001; Fisher, 2016). Since its establishment "as a special title in the Psychological Abstracts" in 1982 (Georgiou, 2007, p. 59), no universally accepted operational definition has been produced, which has resulted in a variety of conceptualizations across studies.

The analysis of the literature on parental involvement in this study yielded several distinct approaches to define the term. Some academics seem to conceptualize parental involvement as a one-dimensional construct. They tend to adopt broad generic definitions such as the one proposed by Larocque, Kleiman and Darling (2011), who viewed parental involvement as "the parents' or caregivers' investment in the education of their children" (p.



116). Similarly, Grolnick and Slowiaczek (1994) defined parental involvement as “the dedication of resources by the parent to the child within a given domain” (p. 238), whereas under the definition offered by Castro et al. (2015), parental involvement is characterized as the “active participation of parents in all aspects of their children’s social, emotional and academic development” (p. 34). Such definitions, however, are rather broad and do not capture the range of practices parental involvement is often associated with.

In contrast, there are studies which focus on specific forms of involvement the parents exhibit (Kohl, Lengua, & McMahon, 2000). They relate parental involvement to parents undertaking more active participation in such activities as supervising homework (Sui-Chu & Willms, 1996), discussing school matters at home (Christenson, Rounds, & Gorney, 1992), attending parents’ meetings (Deslandes, Royer, Turcotte, & Bertrand, 1997; Epstein, 1991), setting parent-initiated rules at home (Keith et al., 1993), participating in activities organized by school (Zellman & Waterman, 1998), and volunteering in the classroom (Okpala, Okpala, & Smith, 2001), to name but a few. Research also suggests that children, parents and teachers have their unique perceptions of parental involvement (Hill et al., 2004). These various positions also add to the multitude of activities which are considered to illustrate the behavior of an involved parent.

There are two distinct patterns which emerge from the variety of definitions listed above. Firstly, the myriad of ways in which parental involvement can be displayed suggests the multidimensional nature of the phenomenon. Hence, in more recent studies, parental involvement tends to be viewed as such (Balli, 1996; Brown, 1994; Singh et al., 1995; Wang & Sheikh-Khalil, 2014). Secondly, parental involvement can also be distinguished depending on the location where it takes place: in school or at home. Thus, it is rather common in the scientific literature to employ such classification when the concept of parental involvement is investigated.

Another distinct issue is concerned with the wording of the term itself. Initially, when researchers talked about parents' involvement, they meant child's biological parents. Together with studies on global parental involvement, some papers distinguished maternal and paternal engagement (Brown, McBride, Bost, & Shin, 2011). Later, the concept of parental involvement was broadened to include the child's caregivers, as in the definition given by Larocque et al. (2011) and cited earlier. Kostelnik, Soderman and Whiren (2010) voice the transition towards family engagement, which include any adult primarily responsible for making decisions about a child's well-being, such as partners of biological parents, step-parents or grandparents. In a similar vein, Bredekam and Copple (as cited in Kostelnik et al., 2010) define family engagement as "a continuous process that incorporates parents and other extended family members in the total educational program, including planning, implementation, and assessment" (p. 215). However, Chrispeels (1996) in the article *Effective schools and home-school-community partnership roles: a framework for parent involvement*, argues that parental involvement is a rather narrow term and proposes that it should be viewed as a "home-school-community partnership" instead (p. 299). By her definition, home-school-community partnership is "mutual collaboration, support, and participation of families, community members and agencies, and school staff, at home, in the community, or at school, in activities and efforts that directly and positively affect the success of children's learning and development" (Chrispeels, 1996, p. 299).

Finally, it was also argued that the concept of parental involvement is represented by an interplay between parents' beliefs and practices about the phenomenon (Hoover-Dempsey & Sandler, 1997). Beliefs can be defined as "a set of conceptual representations which store general knowledge of objects, people and events, and their characteristic relationships" (Hermans, van Braak, & Van Keer, 2008, p. 128). Ajzen's (1991) theory of planned behavior states that one's attitudes towards the phenomenon affect one's intent to observe given

behavior, meaning that the stronger one believes in something, the more likely they are to practice related activities. Bandura (1997) further states that beliefs, among many other things, influence one's decisions and actions. In case of parental involvement, Hoover-Dempsey and Sandler (1997) suggest that parental beliefs drive parents' decision to get involved into parental practices, a claim which goes in line with Ajzen's (1991) and Bandura's (1997) theories and is based on the developmental psychology literature. Drummond and Stipek (2004) points out that majority of the studies of the parental involvement beliefs has been ethnographic with rather small number of participants involved. Thus, the field would benefit from the studies which investigate parental involvement beliefs in greater depth.

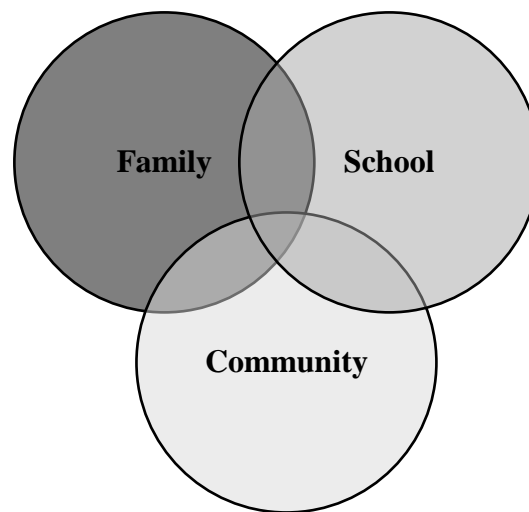
The research on parental involvement, therefore, has produced a multitude of different and diverse definitions of the construct. Although there is still no universal one, the majority of academics agree that parental involvement is a multidimensional and multifaceted notion. Thus, the current study treats the concept as such and defines parental involvement as mothers' and fathers' beliefs about and practices of a variety of activities which comprise parental involvement to ensure parents' participation in the education of their offsprings. It also aims to explore parents beliefs about and practices of parental involvement and investigate the nature of the relationship between the two in the Kazakhstani context.

### **2.2.2. Epstein's typology of parental involvement**

Among the studies on parental involvement, the most widely cited framework which immensely benefitted the development of the field is Epstein's typology of parental involvement (Fan, 2001; Hill & Tyson, 2009). Epstein (1995) argues that there are three spheres, namely family, school, and community, which directly or indirectly influence a child's development and learning. She refers to the model as overlapping spheres of influence between the school, family, and community (Figure 1). The model proposed recognizes that a child is at the center of the family, school, and community focus as well as demonstrates

shared responsibility for a child's success in school (Epstein et al., 2002).

*Figure 1.* Overlapping spheres of influence theoretical model (Epstein et al., 2002).

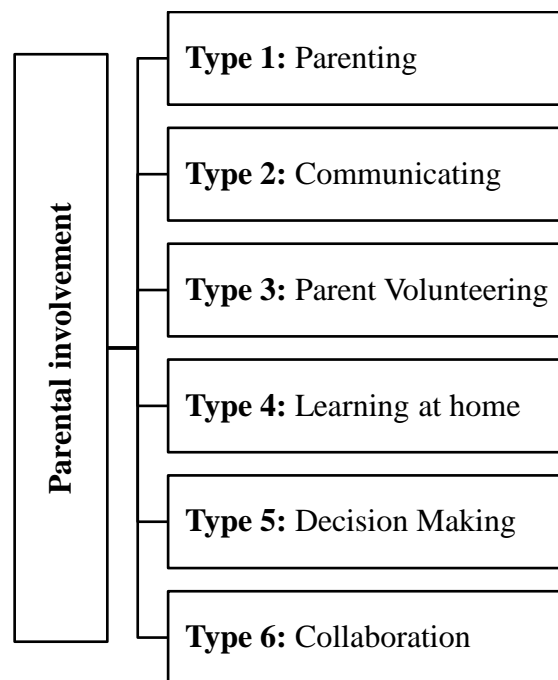


The interplay between the three spheres allows dividing parental engagement into six cohesive units. They are *Parenting* (Type 1), *Communicating* (Type 2), *Volunteering* (Type 3), *Learning at home* (Type 4), *Decision making* (Type 5) and *Collaborating with the community* (Type 6), which are pictured by Figure 2.

*Type 1: Parenting* activities are those that are concerned with basic family obligations, such as health and safety (Epstein, 1995). This category also includes developing skills and creating positive home conditions to support learning (Epstein, 1992). Some studies regard home-rule setting, reading books to a child, cooking and eating together as indicators of Type 1 Parenting activities (Catsambis & Garland, 1997; Desimone, 1999; Fan, 2001).

*Type 2: Communicating* refers to two-way communication regarding student progress and school programs (Epstein, 1992). It is considered to be a primary school obligation and includes parental meetings, notes sent home, phone calls from the school, etc. (Epstein, 1992). One of the aims of communicating is to show a child that “teachers and parents are working together to help students to succeed at school” (Epstein et al., 2002, p. 59).

Figure 2. Epstein's (1995) typology of parental involvement.



According to Epstein et al. (2002), *Type 3: Volunteering* implies devoting parents' time to assist the school, teachers or children. Helping in the library, computer lab or canteen, attending school events and student performances, keeping other parents informed or assisting teachers in the classroom are some of the activities which exemplify volunteering (Epstein, 1992).

Georgiou (1997) describes *Type 4: Learning at home* as activities which "help parents to help their children with school work, academic decisions, and other related activities" (p. 191). Such activities include but are not restricted to helping with homework, practicing lesson during summer break, attending private classes and talent development activities (Catsambis & Garland, 1997).

*Type 5: Decision-making* is mainly concerned with parents belonging to, participating in or attending Parent-Teacher Associations (PTA) or Parent-Teacher Organizations (PTO) meetings and other committees (Catsambis & Garland, 1997). It enables parents to voice their opinions on school policies and development, while students in their turn "become aware that families' views are valued and represented in the school" (Herrell, 2011, p. 51).

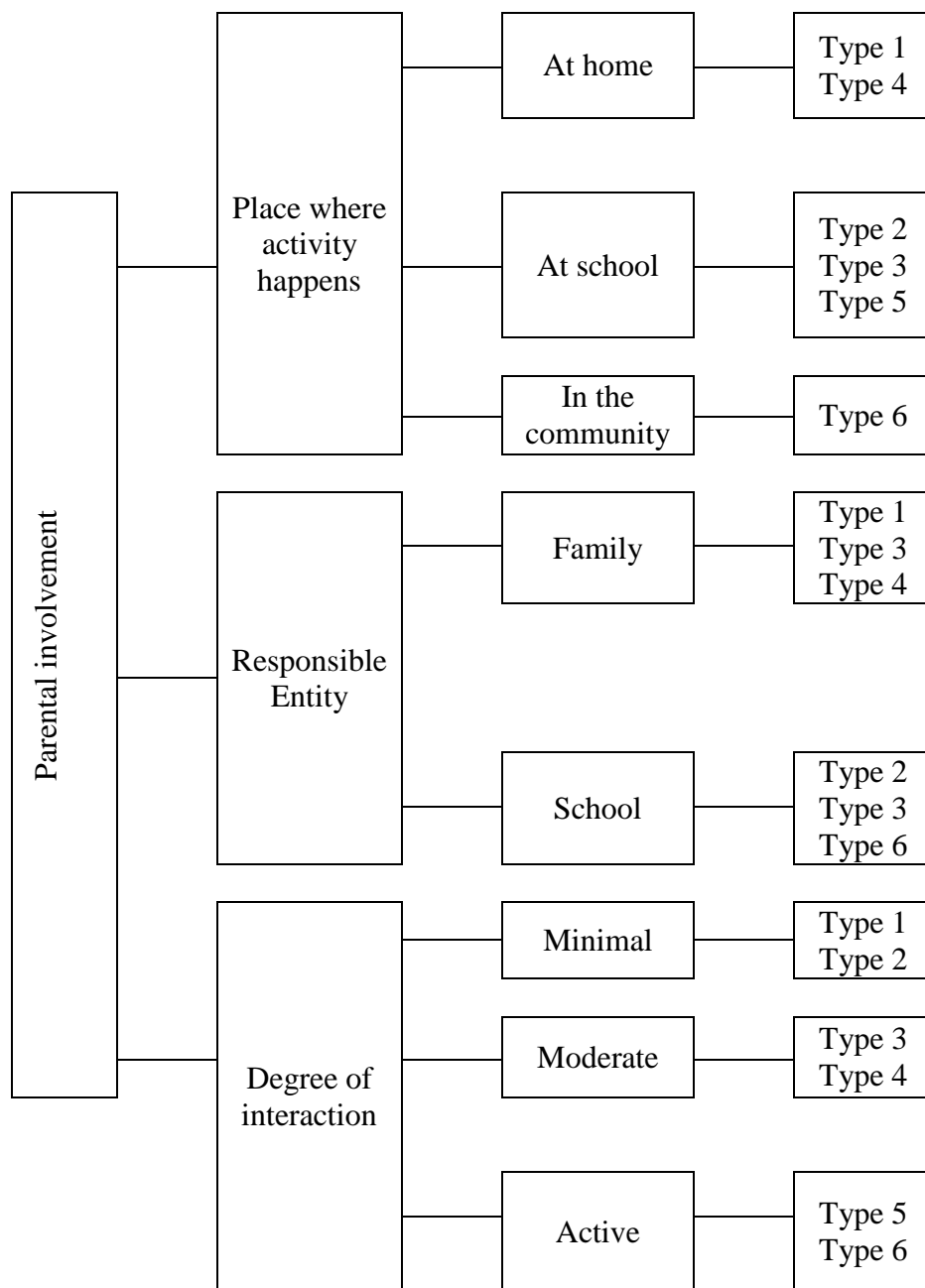
Finally, *Type 6: Collaborating with the community* aims to enhance students' learning opportunities through cooperation between schools, parents and community agencies (Catsambis & Garland, 1997). Possible community agencies include libraries and museums, zoos and botanical gardens, the firefighting and police services. One of the purposes of such collaboration is to enrich and enhance curriculum as well as to broaden students' experiences (Epstein, 1992).

Epstein's (1995) typology evolved from a substantial body of prior research (e.g., Epstein, 1991; Epstein, 1992; Epstein & Dauber, 1989; Epstein & Dauber, 1991) in order to conceptualize the concept of parental involvement. It adequately reflects a multidimensional nature of the phenomenon and allows for the grouping of the activities according to a range of criteria. Not only does it cover where the activity takes place: at home (Type 1, Type 4), at school (Type 2, Type 3, Type 5) or in the community (Type 6), but also separates the obligations of families (Type 1, Type 3, Type 4) and schools (Type 2, Type 3, Type 6), as well as distinguishes the activities by the degree of interaction: minimal interaction (Type 1, Type 2), moderate interaction (Type 3, Type 4) or active interaction (Type 5, Type 6) (Epstein & Lee, 1995; Georgiou, 1997). Figure 3 summarises abovementioned ideas about categorizing different types of parental involvement with respect to the locations where the activities happen, responsible entities, and the degree of interaction the activities require.

Epstein's typology is one of the most comprehensive frameworks developed in the field to date (Georgiou, 1997). However, it needs to be noted that it mainly concerns with what teachers can do to promote parental involvement and does not imply any ranking of activities (Fan, 2001; Georgiou, 1997).

Due to the lack of resources on parental involvement in Kazakhstan, it is hard to say how it is understood and practiced in the country within the Epstein's (1995) framework. The

Figure 3. Categorising of the parental involvement types defined by Epstein (1995.)



findings may be very different than anticipated. For example, outside Kazakhstan, when Lopez, as cited by Carter (2002), researched four migrant families in the Texas Rio Grande Valley, he observed that although family members considered themselves highly involved in their children education, the activities they chose to employ did not ally with traditional forms of parental involvement. Therefore, one of the goals the current research aims to accomplish is to determine how parental involvement is perceived and practiced in Kazakhstani

elementary schools through the prism of the framework developed by Joyce Epstein. Whether each type of Epstein's typology is present and equally practices in Kazakhstan is yet to be found out.

### **2.2.3. Parental involvement in elementary school**

Earlier studies on parental involvement reveal that as children grow older, parents become less involved in their schooling (Lee, 1994). In other words, the degree of parental involvement declines with a child progressing from elementary to secondary and high school. Since a similar pattern has been observed in diverse cultural settings (Chen, 2005), the trend appears to be universal.

Research in the field offers several reasons to justify such a tendency. Kuklinski and Weinstein (2001) and McCall, Beach and Lau (2000) argue that parental involvement in elementary school is provided as a response to children's developmental needs. Students themselves are more inclined to seek support from adults in general and their parents in particular (Chen, 2008). As they age, however, children, more often than not, turn to their peers for emotional support and counsel (Fuligni, Eccles, Barber, & Clements, 2001). Such a shift partially explains the decrease of parental involvement that parents of adolescents exhibit. It was noted that transition to secondary school coincides with the next developmental stage when children start striving for independence and autonomy (Baumrind, 1991; Bumpus, Crouter, & McHale, 2001). It leads parents to believe that their involvement has become less important than it was in elementary school, which in turn decreases the amount of parental involvement a child receives (Eccles & Harold, 1993). Eccles and Harold (1996) also suggest that the decline of parental involvement in secondary school might be related to the fact that parents might lack some advanced subject-specific academic knowledge and, therefore, feel inadequate in assisting their children. At the same time, secondary schools in comparison with elementary schools are less likely to promote parental involvement, Eccles and Harold (1996)



report.

Primary education sets the tone for a child's future successes and achievements in school (Jimerson, Egeland, & Teo, 1999), and it is a stage of education, where parental involvement is most encouraged and pronounced (Hill & Taylor, 2004). Hence, parental involvement at elementary school level is to be researched in this study. The research is to obtain data from the parents who have their children in Grade 1 and Grade 4 to allow generating a more accurate representation of parental involvement beliefs and practices in elementary school.

### **2.3. Predictors of parental involvement**

To understand the nature of parental involvement, more importantly, perhaps, is to account for the factors which affect parents' beliefs about and practices of parental involvement. The key challenge that schools face today is heterogeneity of the student body (Lichter, 1996), which suggests similar diversity among the parental community. Parents come from diverse ethnic, social and educational backgrounds and get involved with their children's education in different ways and to a different extent (Wang & Sheikh-Khalil, 2014). However, it was also suggested that the schools children attend have their impact on the parental choice to get involved with their children's education (Sui-Chu & Willms, 1996). Therefore, this study is particularly interested in examining the influence parents' life context and school characteristics have on the degree of parental involvement the parents display.

#### **2.3.1. Family demographics**

Despite the inconclusive nature of the existing research results, family structure, number of siblings and child's gender constitute a combination of factors which seem to shape parental involvement. A critical review of the research findings of the effect of these characteristics on parental involvement beliefs and practices is presented below.

***Child gender.*** When investigating parents' involvement in the schooling of their

children, Shumow and Miller (2001) conclude that the child's gender does not affect the parental involvement beliefs and practices parents utilize. Grolnick and Slowiaczek (1994) report similar findings, demonstrating little if any correlation between student gender and their family involvement for 11-14-year-old children.

Conversely, Sui-Chu and Willms (1996) highlight that there is an association between child's gender and parental involvement beliefs and practices. They agree that parents tend to talk more about school matters with girls than with boys (Sui-Chu & Willms, 1996), whereas Guérin and Gouyon, as cited by Borgonovi and Montt (2012), report the reverse tendency.

It is evident that the research results reviewed above are not conclusive of the nature of the relationship between parental involvement and child's gender. One of the possible reasons to justify the diversion of the outcomes is that these studies were conducted at different educational levels and in different cultural contexts. This research, therefore, aims to yield some insights on whether child's gender is a significant determinant of the parental involvement beliefs and practices at the elementary school level (Grade 1, Grade 4) for children aged 6 to 10 in the Kazakhstani social settings.

***Family structure.*** Many studies have documented the differences in parental involvement depending on the family structure the child is raised in. Balli, Demo and Wedman (1998) confirm that children from two-parent families are more likely to get assistance with their homework compared to their single-parent counterparts. Single-parents are also found to participate less in volunteering opportunities the schools create (Epstein et al., 2002) or provide less home supervision (Sui-Chu & Willms, 1996). As a result, children from parent-absent families demonstrate lower results in standardized tests (Barajas, 2011).

Single-parent families appear to be a growing reality of the modern world (Borgonovi & Montt, 2012). Based on PISA statistics, in 2009, over 20 percent of the students reported living in the one-parent households in such countries as the United States, Finland, the United

Kingdom, Russian Federation, Kyrgyzstan and Kazakhstan, to name but a few (OECD, 2010). Thus, there is a call to investigate the beliefs and practices of parents from the two-parent and single-parent households to get a holistic representation of the parental involvement phenomenon in Kazakhstan.

*Siblings in the family.* The influence of the number of siblings on the amount of parental involvement has not been extensively explored. The exception is a study conducted by Sui-Chu and Willms (1996), who analyzed this particular set up and found that a presence of siblings in the family negatively affected home discussion, home supervision, school communication and school participation. Interestingly, according to their findings, home discussion and thus parental involvement decreased for nearly four percentage of a standard deviation with each additional sibling (Sui-Chu & Willms, 1996). Stevenson and Baker (1987) also reported a negative effect relating to the number of siblings under 18 on parental involvement ( $r = -.14$ ,  $p = .03$ ); however, the effect of this variable to predict involvement was later found to be of little significance. Driessen (2003) further speculated that it was highly likely that families with only one child might “have more time for him/her, be more motivated to interact with the child” (p. 326).

Balli, Demo and Wedman (1998), however, stated that there were no statistically significant differences in the parental involvement beliefs and practices regarding family size. Therefore, this study is to investigate if the presence of siblings in a family determines the nature of parental involvement.

### **2.3.2. Family socioeconomic status**

Social background and family level of income are considered to be other predictors of parental involvement (Brody, 1995; Borgonovi & Montt, 2012; Balli, 1996; Bracey, 1996; Desimone, 1999). In particular, family income, parents’ education level, employment status and parents’ occupation are often reported to determine the extent to which parents get

involved. Most studies view income, occupation and parents' educational level as a composite of the family socio-economic variable; however, there is growing recognition that the effect of these factors on parental involvement needs to be investigated separately (Greenberg et al., 1999).

**Family income.** Hill and Taylor (2004) noted that some studies suggested that parents in less well-off families were more likely to be less involved in the education of their children. Heymann (2000) argues that the barriers they face are financial and non-financial in nature. Lack of resources, insufficient social support and the psychological stress are among the reasons which determine the degree of parental involvement listed by Reynolds (1991). Hill and Taylor (2004), in turn, add rigid employment schedules, transportation problems, and stress from living in the impoverished areas as restraints of parental involvement in low-income families.

One might assume that since families with higher income can afford to allocate more resources to their children's education, students from economically advantaged background would tend to get more benefits from their parents' involvement and, therefore, perform better at school (Borgonovi & Montt, 2012; Lareau, 1996). However, in American schools, this pattern is not present and, as Lee and Bowen (2006) report, parents from different background demonstrate similar levels of parental involvement. Sui-Chu and Willms (1996) did not confirm the hypothesis that parents with a larger income displayed more involvement in their children's schooling than their less well-off counterparts, either. Similarly, Eccles and Harold (1996) did not observe any relationship between mothers' parental involvement and low-family income. Therefore, it is of particular interest for this research to explore the nature of the relationship between family income and parental involvement in Kazakhstani context.

**Level of education.** Similarly, no consensus has been reached when the effect of parents' level of education was investigated. Although Balli, Demo and Wedman (1998)

argue that parental involvement is equally present whether a parent has a university degree or not, majority of the studies and policies underscore the fact that parents' level of education positively affects parental involvement (Hill & Taylor, 2004; Lee & Bowen, 2006; Shumow & Miller, 2001). Mirazchiyski and Klemencic (2014), for example, stated that schools with a high level of parental involvement were found to have more parents with a higher level of education within their parental community. Besides, as Davis-Kean (2005) suggests, the education the parents received not only frames the way parents organize their home environment, but also enhance the value they attach to academic achievement and education in general.

Conversely, since parents from low-income families tend to have fewer years of formal education (Lareau, 1996), it suggests that this category of parents may feel ill-equipped or possess fewer skills to assist their children's needs. Therefore, according to Lareau (1996), parents in economically disadvantaged families may have a lower level of self-efficacy and self-esteem regarding their involvement in education. In any case, parents' level of education is a variable which mediates parental engagement and, therefore, is to be included in the current analysis.

**Employment.** A substantial body of research in the field of parental involvement considers parents' employment status as well as their working schedule to be important predictors of family engagement (Brown et al., 2011; Crouter, 2006). It is often reported that those families, who work long hours or follow unpredictable schedules, tend to display home- and school-based involvement at a lower scale (e.g., Heymann, 2000). In particular, employed mothers are less prone to get involved in their children's schooling, Muller (1995) highlights. She further states that mothers' who are not in the labor force are 11 percent more likely to participate in volunteering than those who work full-time. As Hawkins, Amato and King (2006) put it, "society provides disparate opportunities in employment ... that tend to pull men

and women in different directions with respect to parenting” (p. 126).

In general, the studies on parents’ employment and parents’ working schedule in relation to parental involvement are rather limited as the two are more commonly used as a composite of the socioeconomic variable (Kohl et al., 2000). Therefore, by analyzing these concepts as independent constructs, this paper sets out to produce new insights into the nature of parental involvement and to add to the existing body of research. Moreover, although existing literature was largely concerned with the effect of the maternal employment on parental involvement imperative, this study is to scrutinize the relationship between both mothers’ and fathers’ employment schedule on their parental involvement beliefs and practices.

### **2.3.3. School characteristics**

The most widely studied school characteristic regarding parental involvement beliefs and practices is school location. It comes as no surprise that schools in low-income communities are less prone to encourage parental school involvement (Hill & Taylor, 2004), whereas advantaged schools, Borgonovi and Montt (2012) report, make more effort to get their parents involved. Sui-Chu and Willms (1996) also observed that schools located in in the SES-advantaged areas experience a high degree of parental involvement irrespective of the family demographics and socioeconomic characteristics. Conversely, it is also evident from the data analyzed by Borgonovi and Montt (2012) that the majority of parents are less likely to participate in volunteering or have meetings with the teaching staff if their child is enrolled in a socio-economically advantaged school. Thus, it can be concluded that the results are not consistent and might vary depending on the cultural context.

According to Feuerstein (2000), the effect school characteristics have on parental involvement would benefit from further research. Therefore, this paper is to report on a study of the school component as a variable which determines the nature of the parental

involvement. School characteristics the study will investigate is to include school location (SES-advantaged areas/SES-disadvantaged areas), child's school grade (which is discussed in the subsection 2.2.3.) and school language of instruction (Kazakh, Russian), which is a rather unique characteristic of Kazakhstani schools due to dual language policy in the country.

## **2.4. The concept of academic achievement**

The subsections below present an overview of the notion of the academic achievement accumulated in the literature to date. To begin with, a definition and measures of academic achievement are introduced, followed by the description of the nature of the relationship between parental involvement and academic achievement. Next, the relationship between different types of parental involvement and academic achievement are scrutinized. Finally, the subsection ends with an analysis of how the relationships between the two variables change depending on the different measures of academic achievement used and who rated parental involvement participation.

### **2.4.1. Definition and measures of academic achievement**

Academic achievement is one of the most widely used constructs studied in relation to parental involvement. It is often viewed as a constituent of broader terms - "student success" or "student academic success"- which are often used interchangeably (York, Gibson, & Rankin, 2015).

Student success is a multidimensional term, which incorporates various student outcomes ranging from GPA and self-efficacy to cognitive and non-cognitive development. Kuh, Kinzie, Buckley, Bridges and Hayek (2006) defined student success as "academic achievement, engagement in educationally purposeful activities, satisfaction, acquisition of desired knowledge, skills and competencies, persistence, attainment of educational outcomes, and post-college performance" (p. 5), whereas York et al. (2015) formulated their definition of student success as a composite of "academic achievement, attainment of learning

objectives, acquisition of desired skills and competencies, satisfaction, persistence, and post-college performance” (p. 5).

Although these definitions were developed with higher education in mind, they illustrate that academic achievement is an integral part of academic success. The point is also strengthened by a plethora of studies published on the topic (e.g., Choi, 2005; Gore, 2006, Tracey, Allen, & Robbins, 2012).

The critical literature review enabled York et al. (2015) to conclude that academic achievement together with the acquisition of skills and competencies, and accomplishment of learning objectives were among most often measured constituents of student success. They conceptualized academic achievement as “students’ ability to meet performance criteria” (York et al., 2015, p. 6), along with Chen (2005), who in her study defined academic achievement as students’ performance in school.

Despite seeming agreement on the term’s definition, research in the field employed diverse ways of measuring academic achievement. They can be broadly divided either as standardized (global or general) measures or as non-standardized (subject-specific) ones (Castro et al., 2015; Fan & Chen, 2001; Jeynes, 2007, 2012). Global measures are usually referred to the student’s grade point average (GPA), school grades or post-secondary attainment, whereas non-standardised measures focus on a particular area of knowledge and are concerned with student’s performance in standardized test scores in specific school subjects (Fan, 2001).

Across empirical-based literature, the most frequently utilized measurements of academic achievement are GPA and grades; as, for example, among the studies reviewed by York et al. (2015), 54.8 percent turned to students’ GPA in their attempts to measure academic achievement, with only 12.9 percent of those who committed to using grades as an indicator of achievement. Availability, accessibility, and readiness of GPA data explain its



widespread usage from York et al.'s point of view.

Consistent with the literature this study views academic achievement as a multidimensional construct. The measures of academic achievement utilized in this research are discussed in the subsection below.

#### **2.4.2. Relationship between parental involvement and academic achievement**

Parental involvement is widely seen as an instrument for elevating the level of children academic competence. Hill et al. (2004) conceptualize parental involvement as “parents’ interactions with schools and with their children to promote academic success” (p. 1491), proposing that enhancing students’ academic performance lies at the heart of parental engagement. Although a substantial body of research advocates this idea (Epstein, 1991; Eccles & Harold, 1993; Fan & Chen, 2001; Hara & Burke, 1998; Hill & Craft, 2003; Marcon, 1999; Zellman & Watermann, 1998), the empirical data is not consistent (Gonida & Cortina, 2014; Hill & Tyson, 2009; Pomerantz, Moorman, & Litwack, 2007). In general, this relationship seems to depend on the way parental involvement is defined, how academic achievement is measured and who reports on parental involvement practices. Therefore, this section not only critically analyses the literature on the relationship between parental involvement and academic achievement but also scrutinizes the relationship between the concepts with regards to parental involvement definition used, which measure of parental involvement was exploited and who rated parental involvement.

Extant studies report the correlation between parental involvement and academic achievement to be positive, negative or non-existent. A substantial grouping of studies reports consistent positive associations between parental involvement and student academic outcomes. The correlation coefficient in the papers reviewed by Christenson and Christenson (1998), for example, ranged from “strong” to “low”, with the majority of studies reporting “low-moderate” or “moderate” correlation between the two investigated concepts. Similar

results came out of the meta-analysis of 31 quantitative studies run by Fan and Chen (2001). They revealed that although the magnitude of the investigated relationships varied considerably among individual studies, the average correlation coefficient between parental involvement and academic achievement was about .25 (medium effect size under Cohen's (1988) guidelines). Thus, Fan and Chen (2001) argue that "parental involvement indeed has a positive influence on students' academic achievement" and that measured correlation coefficient "certainly should not be regarded as trivial" (p. 13). Jeynes (2012), in his turn, when attempting to investigate the impact of parental involvement programs on students' performance from pre-kindergarten to grade 12, observed "a statistically significant outcome of .30 of a standard deviation" (p. 719). Therefore, it stands to reason that reaching out to parents is beneficial for students.

Conversely, a bulk of research studies found a relationship between parental involvement and academic achievement to be negative. Domina (2005), in particular, was highly sceptical about "the faith that the public invested in [parental involvement]" (p. 234), reasoning that "Catsambis (1998), Desimone (2001), Fan (2001), Muller (1993), and Sui-Chu and Willms (1996) all reported a significant, negative association between parents' educational contacts with schools and children's educational outcomes" (p. 235). The prevailing number of studies explain the negative association between the variables by the fact that it is the students' problematic behavior and low-academic achievement which prompts parents to display a higher degree of parental involvement (e.g., McNeal, 2001). Catsambis (1998), therefore, urges that further research has included more behavioral indicators in their analyses.

There are also studies which claim that parental involvement interventions do not affect students' academic performance. One of them is a study done by in Balli et al.'s (1998), which reports that students' achievement in mathematics was not associated with the amount

of parental support they received. Furthermore, although Jeynes (2012) questions the statistical rigor of the meta-synthesis done by Mattingly et al. (2002), this is yet another study which failed to find any evidence to confirm that parental interventions promote students' learning. Similarly, Alvarez-Valdivia et al. (2012), who investigated whether parental involvement predicted changes in academic achievement trajectory as students moved from Year 1 to Year 2, conclude that "effects of parental involvement ... were not strong enough to cause changes in ratings of student adjustment and achievement" (p. 313-314).

Such paradoxical results across studies might be partially explained by the compound nature of the two phenomena. Since students' academic achievement and parental involvement are both multifaceted constructs, not only did it lead the researchers to apply diverse definitions of parental involvement (subsection 2.2.1.) and different measures of academic achievement (subsection 2.4.1.), but also permitted referring to various raters and informants (subsection 2.4.5.) to report on them (Castro et al., 2015). With these facts considered, it is not surprising that the research, which attempted to describe the relationships between academic achievement and parental involvement, is inconclusive to date.

### **2.4.3. Types of parental involvement and academic achievement**

The lack of consensus regarding parental involvement, which contributes to the inconsistent results, begins with the vagueness of its definition (England, Luckner, Whaley, & Egeland, 2004). Although it is easy to assume that the greater amount of parental involvement inevitably leads to better academic outcomes, one has to understand that parental involvement might be provided in various ways, which might have an extensive, moderate or limited effect on students' academic achievements (Fan & Chen, 2001; McNeal, 2001).

According to Domina (2005), "a review of multivariate studies of the effectiveness of parental involvement yielded no single parental-involvement activity that was consistently linked to favorable children's outcomes" (p. 234). The home-based involvement (Type 1,

Type 4) might be taken as an example. Having investigated almost 25,000 middle school graders, Sui-Chu and Willms (1996) found that talking about school-related matters at home (Type 1) and assisting with the development of a study plan (Type 4) had a significant positive effect on children's academic performance. Domina (2005), however, points out that while some studies claim that home educational supervision from parents have a positive effect on students' academic outcomes (e.g., Catsambis, 1998), others describe the effect as negative (e.g. Desimone, 1999), while there are also studies which report that the relationship between the variables bear no statistical significance (e.g., Fan, 2001; McNeal, 2001).

The same can be said about school-based involvement. Chowa, Masa and Tucker (2013) found out that there was a statistically significant negative relationship between in-school involvement (Type 2) and students' academic performance ( $p < .05$ ). Conversely, Henderson and Mapp (2002) in their review of 51 studies found a few cases when parents' school visits (Type 2) were negatively related to students' outcomes.

It is critical, therefore, to identify and distinguish diverse forms of parents' involvement when the relationships between parental involvement and academic achievement are to be studied. Fan and Chen (2001) supports this view by urging the researchers not to sum up measures of parental involvement into a general composite. Hence, to be consistent with the literature and to take into account the multidimensionality of parental involvement, this study obtains separate measures of the six types of parental involvement defined by Epstein (1995) and runs separate statistical analyses to measure their independent influence on student academic achievement.

#### **2.4.4. Parental involvement and different measures of academic achievement**

Alongside many other studies, Miedel and Reynolds (1999) note that "parental involvement can be a protective factor in counteracting risk conditions that may lead to school underachievement" (p. 399). Based on the meta-analysis of 52 studies, for instance, Jeynes

(2007) concluded that students who are exposed to a higher degree of parental involvement were found to perform better on standardized tests and, as a result, had higher grades.

However, the way in which academic achievement is measured may also affect the nature of the relationship between the two constructs.

Castro et al. (2015) report that the mean effect size (0.146) was higher when the standard measures of academic achievement were applied, while the mean effect of non-standardised measures was only 0.091. Across the studies which used standardised measures, Fan and Chen (2001) established the following pattern: when general or combined measures of academic achievement were used, the correlation coefficient between parental involvement and academic achievement was rather high ( $r=.33$ ), but in the studies which focused on subject-specific measures of academic achievement, the correlation coefficient was only at about  $r=.18$ .

To find out if the same pattern would be present in the Kazakhstani context, the current research aims utilize two different measures of academic achievement. In particular, it is to collect the data on global academic achievement as well as separately measure students' achievement in mathematics and reading (core subjects in elementary school). It will allow comparing the relationship between parental involvement beliefs and practices and global and subject-specific measures of academic achievement.

#### **2.4.5. Raters of parental involvement**

The issue of the data source to use when parental involvement is assessed is a subject of ongoing debate in parental involvement research, which adds to the inconsistencies in the produced findings (Catsambis, 1998). Students, parents, and teachers, who either receive, provide, or invite parental involvement, are often surveyed in an attempt to capture the insights of the phenomenon. Research suggests that not only does their understanding of parental involvement differ (Hill & Taylor, 2004), but also does the connotation parents,

teachers, and children insert into the term (Reynolds, 1992). Children may consider the display of parental involvement as something negative, which can explain “low correspondence between measures of [parental involvement] by source of report”, in Reynolds’(1992) point of view (p. 441). Other studies, however, found that there is a positive but moderate correlation between students’, teachers’ and parents’ reports (Paulson & Sputa, 1996). Hill and Taylor (2004) and Reynolds (1992), however, argue that although the perspectives of parental involvement from different data sources are not highly related to one another, each of them has a pronounced effect on students’ academic achievement. Furthermore, these findings lead Hill et al. (2004) to conclude that each group of respondents provides unique perspectives of parental involvement, which are equally valuable.

Still, there is no agreement on whose rating yields more reliable data. Some academics, such as Paulson (1994), favor students’ reporting, whereas others are more inclined to rely on the data from teachers and parents (Barnard, 2004). Keith (1991), who supports student ratings, argues that it is not the parents’ activities that affect the achievement, but rather the students’ perception of those. However, when considering children’s age, Chen (2005) advises refraining from student reporting in elementary school, since the concept of self-reporting is not adequately developed yet. As far as teachers’ reporting is concerned, Epstein and Dauber (1991) caution that teachers may be biased in their assessment of parental involvement, especially when they report on the disadvantaged groups of parents.

Hence, in the attempt to get more reliable data, this paper chose to investigate parents’ beliefs about parental involvement. Another aim the study is to pursue will be deepen the existing knowledge about the activities which represent parental involvement for the parents themselves.

## **2.5. Conclusion**

To answer the research questions and to be consistent with the literature, this study

treats parental involvement and students' academic achievement as multidimensional constructs. Epstein's (1995) typology is to be used to investigate the concept of parental involvement the Kazakhstani context. Furthermore, the interplay between parental involvement beliefs and practices is to be explored. As the existent research claim that parental involvement is higher at the earlier stages of formal education, the present study scrutinizes parental involvement at the elementary school level with Grade 1 and Grade 4 population.

The factors which determine parents' beliefs and practices about parental involvement is to be studied within three major categories. They are family characteristics, family socioeconomic status and school characteristics. Child gender, family structure and siblings in the family are to be investigated under a family demographic group of factors. The effect of family socioeconomic status on parental involvement is to be studied though family income, parents' level of education and parents' employment schedule. As for school characteristics, they are to be represented by school location (SES-advanced area/SES-disadvantaged area), child's school grade (Grade 1/Grade 4) and school language of instruction (Kazakh/Russian).

When the relationship between six types of parental involvement and academic achievement are to be scrutinized, the research will utilize both general and subject-specific (math/reading) academic achievement to allow the comparison between the two measurements. Parents' reports on their beliefs and practices of parental involvement as well as their children's academic achievement are to be exploited.

The following chapter will elaborate on the methodological research design and research instrument as well as on the data collecting and data analyses procedures, which were selected to allow answering research questions, set for this study. The research sample and the research sites will also be discussed.

### **3. Methodology**

#### **3.1. Introduction**

This section presents and justifies the methodology that was selected and implemented in this study to explore the nature of parental involvement beliefs and practices in the Kazakhstani context, to research the factors which mediate parental involvement as well as to investigate the relationship between parental involvement and students' academic achievement. It elaborates on the research participants as well as introduces research sites. It also provides a detailed description of the research instrument used, the data collecting procedures, and data analyses employed. Particular attention is drawn to the methodological limitations of the research and ethical considerations involved.

#### **3.2. Research design**

The nature of the research questions formulated in this study suggested a quantitative methodology to be applied. This approach is often used when there is a need to explain the phenomena with the help of numerical data (Muijs, 2011). According to Bell (2014), a quantitative approach allows “collect[ing] facts and study the relationship of one set of facts to another” (p.9).

It is widely acknowledged that compared with qualitative research, quantitative studies partially limit the scope in which reasons for the phenomenon could be explained (Muijs, 2011). Still, the use of precise measurements and mathematically based methods assist in placing some level of confidence into the produced set of findings (Cohen, Manion, & Morrison, 2011; Dörnyei, 2007).

To be more precise, a non-experimental exploratory survey research design was employed to accomplish the purpose of the study, namely to explore the nature of parental involvement in Kazakhstan, to study the relationship which exists between parental involvement and students' academic achievement as well as to investigate the factors which



mediate them. According to Singleton and Straits (2009) survey research demonstrates the capacity to capture human behavior, what explains its frequent use in social studies. At the same time, it would have been problematic and time-consuming to research the nature of parental involvement through interviews and observations, whereas, according to Creswell (2014), survey research has the capacity to collect the data on current attitudes or behaviors in a cost-effective and timely manner. A substantial number of the studies in the field utilized survey research design to investigate the concept of parental involvement (e.g., Barnard, 2004; Desimone, 1999; Georgiou, 1997).

### **3.3. The research sample**

Non-probability maximum variation sampling was chosen to allow the researcher to collect data from parents who have their children in various academic settings, represent different family characteristics and come from diverse socioeconomic backgrounds. Maximum variation sampling ideally fitted the purpose of this research, since not only is it best used to investigate the patterns of the particular phenomenon in respect to various external factors (Cohen et al., 2011), but also it “increases the likelihood that the findings will reflect differences or different perspectives” on the studied concept (Creswell, 2013, p.157).

The research aimed to collect data from the parents who have their children in Grade 1 and 4 of the elementary school, to allow the comparison of parental involvement practices across the first and the last stages of primary education. Hence, four primary schools in Semey, East Kazakhstan, were approached with the request to participate in the study. Selected schools varied in school location (SES-advantaged areas/SES-disadvantaged areas) and school language of instruction (Kazakh/Russian). In this study, SES-advantaged areas were defined as parts of the town closer to its administrative center, where prices on the real estate were higher. SES-disadvantaged areas were characterized as those parts of the town further from the town administrative center with lower prices on the real estate. In SES-

advantaged area, as krisha.kz reports, average price of 1m<sup>2</sup> constituted \$590, whereas in SES-disadvantaged areas, the cost of 1m<sup>2</sup> equated \$424, what is 28% less than in the SES-advantage areas. The schools were purposefully chosen by the researcher to fit the criteria mentioned above to ensure maximum variation of characteristics represented. Each school was asked to allow access to two classrooms of students (one classroom of Grade 1 students and one classroom of Grade 4 students) to participate in the research.

*Table 1.* Descriptive characteristics of the parents participated in the study.

	Frequency	Valid percent
Adult relation to a child		
mother	152	88.4
father	20	11.6
Mothers' education level		
without a higher education degree	70	41.7
with a higher education degree	98	58.3
Fathers' education level		
without a higher education degree	68	41.7
with a higher education degree	83	58.3
Mothers' employment schedule		
full-time employed	87	51.2
part-time employed	22	12.9
unemployed	61	35.9
Fathers' employment schedule		
full-time employed	111	72.1
part-time employed	35	22.7
unemployed	8	5.2
Family income		
up to 69999	27	23.9
70000-149999	51	45.1
150000- 249999	24	21.2
more than 250000	11	9.7

The research intended to collect data from 200 parents, since bigger sample size permits more rigorous statistical analysis to be performed. The achieved sample, however, comprised 172 parents with 20 males and 152 females aged 20 to above 50 years old. Fifty-eight percent of parents either had a Bachelor or a Master's degree, while 42 percent graduated from vocational colleges or chose not to pursue further education after secondary

school. Seventy-two percent of fathers reported being employed full-time compared to 51.2 percent of mothers, who had full-time employment arrangements. Table 1 presents descriptive characteristics of the parents who participated in the research.

Parents also reported on their children and the schools they attended. From Table 2 it can be seen that research sample constituted of 89 boys and 81 girls. Majority of them come from two-parent households and have other children in the family, 88.8 percent and 85.5 percent respectively. Similarly, a larger number of children are reported to be in Grade 4 (54.1%), from the schools located in the SES-disadvantaged areas (56.4%) with the Russian language of instruction (55.2%).

*Table 2.* Descriptive characteristics of the children parents reported on.

	Frequency	Valid percent
Gender of a child		
male	89	52.4
female	81	47.6
Family structure		
two-parent family	151	88.8
single-parent family	19	11.2
Other children in the family		
yes	147	85.5
no	25	14.5
School grade		
Grade 1	79	45.9
Grade 4	93	54.1
School location		
SES-advantaged areas	75	43.6
SES-disadvantaged areas	97	56.4
Language of instruction		
Kazakh	77	44.8
Russian	95	55.2

### **3.4. Research instrument**

This research used self-completion paper-based questionnaires aimed to collect

nominal data on respondents' background as well as to measure parental involvement beliefs, parental involvement practices and students' academic achievement (Appendix A). It consisted of 56 closed multiple choice questions and comprised five distinct sections:

*Section 1 – Beliefs about parental involvement;*

*Section 2 - Practices of parental involvement;*

*Section 3 - Information about the child and his/her academic achievement;*

*Section 4 - Information on family demographics;*

*Section 5 - Information on family socioeconomic status.*

To measure parental involvement beliefs (Section 1), a scale was developed based on the indices adopted from Catsambis (1998), Catsambis and Garland (1997), DePlanty, Coulter-Kern and Duchane (2007), Fan (2001), and Fantuzzo, Tighe and Childs (2000). Three indices were chosen to represent each of the six parental involvement dimensions (Table 3). Thus, Section 1 included 18 items and utilized a six-point Level of Agreement Likert-scale (1-Disagree Strongly, 2-Disagree Moderately, 3-Disagree Slightly, 4-Agree Slightly, 5-Agree Moderately, 6-Agree Strongly).

Data on the practices which prevail among Kazakhstani parents (Section 2) was measured by 18 items in a six-point Frequency Likert-scale (1-Never, 2-Very rarely, 3-Rarely, 4-Occasionally, 5-Frequently, 6-Always). The same scale of indices as for parental involvement beliefs was employed to collect the data on parental involvement practices.

Cronbach's alpha is typically calculated to test the instrument reliability. It is, however, sensitive to the number of items the instrument consists of (Pallant, 2013). Since, according to Nyström (2004), the fewer number of items to represent the construct lowers the reliability of the instrument, inter-item correlation within dimensions was measured to vary greatly from moderately high to quite low. Therefore, the reliability scores for the two scales were calculated. It yielded that the Cronbach's value for *Section 1 – Beliefs about parental*

*involvement* equated .84, whereas the Cronbach's alpha for *Section 2 - Practices of parental involvement* was .90. Hence, the total scores for parental involvement beliefs and parental involvement practices were used when conducting statistical analyses to answer research question three "What are the factors which affect the degree of parental involvement in these settings?"

*Table 3.* List of indices to measure parental involvement beliefs and practices.

Type of parental involvement	Variable name	Variable description
<i>Type 1 – Parenting</i>	PART1	discussing with a child his/her interests and hobbies
	PART2	doing something together with a child (e.g., reading books, cooking, shopping, etc.)
	PART3	buying educational toys, books and other reading resources
<i>Type 2 – Communication</i>	COMM1	attending parent/teacher conferences/meetings
	COMM2	talking with the child's teacher about child's progress and accomplishments
	COMM3	telephoning the teacher to get information about the child
<i>Type 3 – Parent Volunteering</i>	VOLT1	going on class trips with a child
	VOLT2	volunteering to participate in school activities
	VOLT3	attending school events, concerts, sporting events, etc.
<i>Type 4 – Learning at home</i>	LEARN1	helping a child with his/her homework
	LEARN2	attending private lessons and talent development classes (e.g., singing, dancing, drawing, etc.)
	LEARN3	talking with a child about his/her daily school experiences
<i>Type 5 – Decision making</i>	DECS1	voicing an opinion on school policies and development as part of PTO
	DECS2	attending PTO/PTA meetings
	DECS3	taking part in PTO/PTA activities
<i>Type 6 – Collaboration</i>	COLL1	communicating with the parents of the child's friends
	COLL2	visiting museums with a child
	COLL3	going to the cinema or the theatre with a child

In *Section 3 - Information about the child and his/her academic achievement*, parents were asked to self-report on their child's global academic and subject-specific achievement. Reading and mathematics were chosen to measure the latter. Not only do these subjects constitute the core of the elementary school curriculum, but also they require different skills to

master them. A five-point scale applied to measure global academic, reading and mathematics achievement was taken from Epstein and Dauber (1989) and ranged from Top student to Poor student.

*Section 4* consisted of four close-ended questions about family demographics, which allowed collecting the information about family structure and the number of siblings the child had. Four close-ended questions in *Section 5* aimed to collect data on family socioeconomic status, namely parents' educational background, their employment schedule and family income.

### **3.5. Piloting**

Cohen et al. (2011) heavily emphasize the essentiality of the pre-testing in the process of survey development as a mean to enhance validity, reliability and practicability of the created instrument. Since there is a general agreement that the questionnaire should be reviewed by experts and the representatives of the sample population before its implementation (McCoach, Gable, & Madura, 2013), the piloting of the instrument utilized in this study was divided into two stages.

Firstly, the instrument was validated by four experts who had extensive experience in conducting qualitative and quantitative research in the field of education. They were asked to evaluate the layout of the instrument, its readability, as well as to assess the item relevance and content representation. Based on the provided feedback the instrument was revised and modified. After the survey was finalized, it was translated into Kazakh and Russian.

Finally, 15 parents from the studied population were invited to report on the understandability and comprehensiveness of the questionnaire. It revealed that the instructions and the question of the survey were clear and did not require any further amendments. In general, the process of the instrument pre-testing allowed to ensure that the principles of the

research ethics are observed as well as to indicate an adequate amount of time for the survey completion.

### **3.6. Data collecting procedure**

To evade the possibility to confront various ethical issues, which are common in educational studies (Bryman, 2015), as well as to protect the well-being of the research participants, ethics approval was obtained from the Nazarbayev University Ethics Committee. Then, the first step of the data collection was to approach the principals of selected schools to gain access to the sites. After that, classroom teachers were asked to distribute consent forms, specially designed questionnaires and envelopes among students with a request to pass them to their parents. Parents read and if agree signed the consent form (Appendix B). They then responded to the questionnaire at their own time and convenience. Parents self-reported on their beliefs about and practices of the parental involvement as well as on their child's global and subject-specific achievement, family demographic and socioeconomic factors. Once the surveys were filled in, they were sent back with a child in the sealed envelope. The papers were asked to be returned within five working days. Finally, the researcher collected the questionnaires from the classroom teachers upon availability. After research data was analyzed, the schools were provided with the report which contained yielded research results as well as some guidelines on how to utilize the parental involvement interventions within the elementary school context.

### **3.7. Response rate**

One of the biggest challenges for the survey research design is low or non- response rate, which can jeopardize the statistical power of the research data (Muijs, 2011). Thus, particular attention was given to securing a sufficient response rate, considering its importance to ensure validity and reliability of the data collected (Cohen et al., 2011).

Since Punch (2003) emphasized the necessity to take a proactive approach to reduce non-response, several steps were taken to evade the issue. Firstly, a cover letter for the questionnaire was written in a parent-friendly language. Not only did it include the information on the research objectives and ethical considerations, but also clearly described the procedure of how and when the completed papers should have been returned. Particular attention was paid to the structure, layout, and wording of the survey questions.

Secondly, a formal readability check was used to compute the reading level and to evaluate word difficulty and sentence complexity, since comprehensiveness of the language used is reported to substantially increase the probability of survey completion (McCoach et al., 2013). Flesh-Kincaid reading ease was found to constitute 67.7 points, which corresponds with Grade 8-9 reading difficulty and is considered to fit the reading level of the research population. Thirdly, prior to questionnaire dissemination, the developed instrument was piloted and revised to further raise its quality. The process described in more detail in subsection 3.5 of this paper.

Finally, considering the fact that follow-up measures more than triple the number of respondents who initially did not complete the survey (Fowler, 2009), classroom teachers were encouraged to remind the parents in the polite and unimposing manner to return the filled in questionnaires thus minimizing the number of non-response cases.

As a result of the measures taken, the survey response rate constituted 86 percent. Such a high response is considered to be beneficial for the research since Evans (1991) claims that survey studies need to strive for more than 80 percent response rate.

### **3.8. Data analysis procedures**

The data analysis stage comprised three separate sets of statistical procedures. The first one was targeted to investigate Kazakhstani parental involvement beliefs and practices within Epstein's (1995) typology. The second one aimed to study the effect of demographics, socio-



economic factors and school characteristics on parental involvement beliefs and practices, while the third set of analyses was directed to explore the relationships between six types of parental involvement and general and subject-specific measurements of academic achievement.

The collected data was first coded and inserted to the Excel document to be studied in SPSS, which, according to Pallant (2010), is considered to be one of the most reliable software to perform quantitative data analysis. Once the data was inputted into SPSS, it was screened and cleaned. New variables were created to enable the performance of statistical analyses.

To explore the beliefs and practices of Kazakhstani parents regarding parental involvement, mean scores for each dimension were calculated. Then, the Pearson product-moment correlation analysis was conducted to allow studying the associations between parental involvement beliefs and parental involvement practices for each of the six dimensions defined by Epstein (1995). After that, the series of t-tests and one-way analysis of variance (ANOVA) were carried out to determine the moderating effect of family and school characteristics as well as family socioeconomic factors on the degree of parental involvement beliefs and practices. Finally, Spearman's correlation analysis was performed to investigate the nature of relationships between different types of parental involvement conceptualized by Epstein (1995) and general and subject-specific measurements of academic achievement.

### **3.9. Methodological limitations**

Methodological limitations of the research stem from the research design itself as well as from the study sample size, sampling procedure applied, the method of data collection selected and statistical apparatus implemented.

Cohen et al. (2011) reasonably argue that generalizability of small-scale dataset is rather slight. The same could be said about purposive sampling (Teddlie & Yu, 2007). It

should be noted, however, that this paper did not aim for generalizability, but instead set its goal to collect in-depth information on parental involvement practices in various contexts to explore the nature of the phenomenon. Besides, it needs to be acknowledged that parents' reports on their own practices might be subjected to the unintentional response bias or the inclination to provide socially-desired answers about parental involvement. This limitation, however, is common for survey-based studies investigating issues related to human beliefs and practices (Nederhof, 1985).

Several research limitations relate to the data collection procedure. Cohen et al. (2011) cautioned that when the respondents are asked to complete self-administered surveys, sometimes they might not understand the questions in a way the researcher intended. Cohen et al. (2011) also looked at self-reporting surveys from the other perspective and pointed out that when respondents self-report on their practices, they might be inclined to under-report or over-report on their practices. Lodico, Spaulding and Voegtle (2010) echo the idea suggesting that once the purpose of the study becomes known, it may induce the participants to supply socially acceptable answers. Not only does it introduce bias, but also distorts the true nature of the studied phenomenon. Therefore, to reduce such undesirable effect, particular attention was given to question formulation. In addition, careful wording within the consent form was observed and only a general outline of the research purpose was offered. Once the survey was completed and submitted, a thorough description of the research objectives was provided upon request.

### **3.10. Ethical considerations**

Researchers today are required to be particularly cautious about the potential risks one might entail due to the study participation (Creswell, 2014). Survey instruments are considered to be low-risk procedures where the possibility of harm tends to be minimal (Bailey, 2017). Nevertheless, necessary precautions were taken to ensure research non-

maleficence by protecting participants' privacy, anonymity, physical and emotional well-being.

This survey might have caused just minimal inconveniences to the participants as they were required to allocate some time and effort to complete it. Also, there was a slight possibility that survey questions might have caused some emotional discomfort when thinking about parental involvement practices the parents did or did not apply. Therefore, special attention was devoted to the wording of the questions to protect participants' physical and emotional well-being.

Considering that the research was approved by school administration and the questionnaires were disseminated by the classroom teachers, parents as potential participants might not have felt entirely free to choose whether to take part in the research study. Therefore, the consent form particularly highlighted the fact that the participation in the survey was strictly voluntary to mitigate this state of matters.

Oliver (2010) reasoned that as participation in the research requires time and effort and, should be paid for. The researcher, however, was more inclined to agree with the Cohen et al.'s (2011) argument that inducements could adversely affect participants' motives to cooperate or lead to the distortion of the information provided. Hence, no benefits, compensation or incentives were offered.

Consent form explicitly stressed the participant's right to omit sensitive questions, withdraw from the research at any stage or re-join it at their will. Moreover, parents had been assured that by doing so, neither their children's grades nor the teacher's or school attitude towards their children would be affected. Refusal to fill in the survey, for whatever reason, had been duly respected with no attempts made to persuade parents to reconsider.

Alongside with the functions mentioned above, the consent forms were also used to indirectly affect the response rate and yield better data. According to Crow, Wiles, Heath and

Charles (2006), consent forms allow developing trust and rapport between participants and researcher, thus increasing the likelihood of the former to become involved.

Aronson and Carlsmith, as cited in Cohel et al. (2011), point out that “impersonality of the process is a great advantage ethically because it eliminates some of the negative consequences of the invasion of privacy” (p. 91). Therefore, to secure nondisclosure of private identifiable information to the third parties during data collection process, filled in questionnaires were returned in the sealed envelopes provided in advance. The study refrained from collecting any identifiable information from the participants, such as names or contact details. Not only did it impede verification of parents’ identity and assured their non-traceability, but also further reduced the risks, which might have been caused by accidental data disclosure.

No other than the researcher had access to the completed surveys at the coding stage. Once the data was digitalized, the hard copies of the questionnaires were destroyed. Only the researcher and the research advisor had access to the digital data during the data analysis. Upon completion of data analysis, SPSS input was encrypted and stored in password-protected zip archive on the password-protected Dropbox account.

## 4. Results

### 4.1. Introduction

This chapter presents the outcomes of the statistical analysis run to investigate four research questions, which guide this study. First, it describes the nature of parental involvement, as it is understood and practiced in Kazakhstani context. Then it presents the data on the factors, which were found to predict parental involvement in Kazakhstan. Finally, it introduces the outcomes of the statistical analyses aimed to investigate relationships between parental involvement and academic achievement.

### 4.2. Nature of parental involvement

To investigate what the beliefs about parental involvement in Kazakhstan are and to what extent they reflect six types of parental involvement determined by Epstein (1995), a mean cumulative score for each dimension were calculated. Table 4 below provides the mean scores and standard deviations of the parents' beliefs and practices about parental involvement within six dimensions of the Epstein's (1995) framework.

*Table 4.* Descriptive statistics of the parental involvement beliefs and practices.

	N	M	SD
<b>Parents' beliefs</b>			
Parenting	170	17.24	1.44
Communicating	167	16.81	1.81
Volunteering	165	16.17	1.96
Learning at Home	171	16.71	1.63
Decision Making	164	14.68	3.02
Collaboration	170	16.54	1.68
<b>Parents' practices</b>			
Parenting	170	15.97	1.71
Communicating	168	15.22	2.15
Volunteering	166	13.58	3.03
Learning at Home	168	15.32	2.08
Decision Making	162	11.02	4.24
Collaboration	165	13.57	2.90

Results show that across six dimensions, parents' beliefs about *Parenting* ( $M=17.24$ ,  $SD=1.44$ ) were rated higher and more consistently than their beliefs about any other dimension. Beliefs about *Communicating*, *Learning at Home*, *Collaboration with the Community* and *Volunteering* dimensions were almost equally rated by the respondents, whereas the score for the beliefs about *Decision Making* was the lowest and the most dispersed ( $M=14.68$ ,  $SD=3.02$ ).

Regarding the parental involvement practices adopted by the research participants, a similar tendency is present with *Parenting* dimension scoring the highest and *Decision Making* dimension scoring the lowest. *Learning at Home* practices scored the second closely followed by the *Communicating* practices, rated  $M=15.32$ ,  $SD=2.08$ , and  $M=15.22$ ,  $SD=2.15$  respectively. *Volunteering* ( $M=13.58$ ,  $SD=3.03$ ) and *Collaboration with the Community* practices ( $M=13.57$ ,  $SD=2.90$ ) scored significantly lower. In general, the mean scores for parental beliefs appeared to be more than two points higher than the mean scores for parental involvement practices.

A Pearson product-moment correlation coefficient was computed to assess the relationship between the beliefs the parents hold about parental involvement and the parental involvement practices they employ (Table 5). It can be clearly seen that parental beliefs about six dimensions of parental involvement defined by Epstein (1995) correlated with one another at  $p<.05$  level. The exceptions were *Decision Making* and *Communicating* types of parental involvement, which did not appear to correlate. The strongest correlation was observed between *Parenting* and *Communicating* [ $r=.56$ ,  $n=165$ ,  $p=.000$ ], *Parenting* and *Collaboration* [ $r=.54$ ,  $n=168$ ,  $p=.000$ ], and *Parenting* and *Volunteering* [ $r=.53$ ,  $n=164$ ,  $p=.000$ ]. Low correlation (under Cohen's (1988) guidelines) was observed between *Learning at Home* and

Table 5. Pearson product-moment correlation coefficient between parents' beliefs and practices within Epstein's (1995) typology.

	1	2	3	4	5	6	7	8	9	10	11	12
<b>Beliefs</b>												
1. Parenting	—											
2. Communicating	.56**	—										
3. Volunteering	.53**	.48**	—									
4. Learning at Home	.43**	.30**	.42**	—								
5. Decision Making	.16*	.40	.45**	.35**	—							
6. Collaboration	.54**	.51**	.61**	.47**	.51**	—						
<b>Practices</b>												
7. Parenting	.36**	.24**	.33**	.26**	.22**	.34**	—					
8. Communicating	.32**	.53**	.32**	.18**	.36**	.34**	.47**	—				
9. Volunteering	.21**	.15*	.44**	.22**	.30**	.33**	.58**	.45**	—			
10. Learning at Home	.43**	.22**	.34**	.52**	.29**	.37**	.57**	.40**	.48**	—		
11. Decision Making	.13	.31**	.35**	.24**	.59**	.33**	.37**	.49**	.67**	.40**	—	
12. Collaboration	.34**	.21**	.28**	.22**	.31**	.43**	.67**	.54**	.68**	.55**	.55**	—

Note. \*p < .05. \*\*p < .01. \*\*\*p < .001.

*Decision Making* as well as *Learning at Home* and *Communicating* dimensions, [ $r=.35$ ,  $n=163$ ,  $p=.000$ ] and [ $r=.30$ ,  $n=166$ ,  $p=.000$ ] respectively. The correlation coefficient between *Parenting* and *Decision Making* appears to be the weakest, [ $r=.16$ ,  $n=163$ ,  $p=.037$ ].

Parental involvement practices were noticeably stronger correlated than parental beliefs. The strength of the correlation varied from medium to large with the majority of the dimensions scoring above .50 at  $p<.005$  level. Every dimension correlated with the *Collaboration* type of involvement, whereas the largest correlation was observed between *Collaboration* and *Volunteering* [ $r=.68$ ,  $n=161$ ,  $p=.000$ ] and *Collaboration* and *Parenting* [ $r=.67$ ,  $n=163$ ,  $p=.000$ ]. The smallest correlation coefficients for parental involvement practices were found to be the same as for parental involvement beliefs, namely between *Learning at Home* and *Communicating* [ $r=.40$ ,  $n=165$ ,  $p=.000$ ], *Learning at Home* and *Decision Making* [ $r=.40$ ,  $n=159$ ,  $p=.000$ ], and *Parenting* and *Decision Making* [ $r=.33$ ,  $n=160$ ,  $p=.000$ ].

As for the correlation between parental involvement beliefs and practices, it was observed that overall, the highest correlation was between beliefs about and practices of the same type of parental involvement at  $p<.005$  level. The strength of the correlation might be interpreted as medium-large with the highest correlation between parental involvement beliefs and practices of *Decision Making* [ $r=.59$ ,  $n=159$ ,  $p=.000$ ], *Communicating* [ $r=.53$ ,  $n=164$ ,  $p=.000$ ] and *Learning at Home* [ $r=.52$ ,  $n=167$ ,  $p=.000$ ].

To sum up, it is evident that in general parental involvement dimensions conceptualized by Epstein (1995) correlated for both parental involvement beliefs and parental involvement practices. Similarly, there was a medium-large statistically significant correlation observed between parental involvement beliefs and practices of the same type of parental involvement.

### **4.3. Predictors of the parental involvement**



Research also aimed to examine the influence of the parents' life context and school characteristics have on the parental involvement beliefs and practices. The factors were grouped into three distinct categories: family demographics, family socioeconomic status and school characteristics. This subsection reports the results of the statistical analyses performed to look at the relationships between the variables as well as to compare the variance of the parental involvement beliefs and practices across study groups.

#### **4.3.1. Family demographics**

In this study, child gender, the presence of siblings in the family, and family structure constituted a combination of the family demographic factors. A series of independent-sample t-tests was conducted to compare the effect of these family demographic variables on parental involvement beliefs and practices. The total score for parental involvement beliefs was a composite score as a result of summing the scores of parental involvement beliefs for the six dimensions determined by Epstein (1995). Similarly, the total score for parental involvement practices was represented by the composite of the scores for parental involvement practices for each of the six dimensions.

**Gender.** An independent sample t-test was performed to investigate whether parental involvement beliefs parents hold differed for sons and daughters. There was no significant difference in the beliefs parents have about parental involvement in the scores for boys ( $M=98.18$ ,  $SD=7.98$ ) and girls ( $M=98.94$ ,  $SD=9.09$ ),  $t(148) = -.549$ ,  $p = .584$ . These results suggest that the gender of a child has no effects on the beliefs parents hold about parental involvement.

An independent sample t-test to compare parental involvement practices for sons ( $M=82.56$ ,  $SD=12.80$ ) and daughters ( $M=86.70$ ,  $SD=12.79$ ), however, showed that there was a significant difference in the scores between two groups,  $t(145) = 1.952$ ,  $p = .053$ ,  $d = -0.32$  (Table 6). It suggests that the gender of a child affects the range and frequency of the parental

involvement practices parents employ in Kazakhstan. In particular, parents of girls tend to be more involved in their daughters' schooling and upbringing.

Table 6. Effect of the child's gender on parental involvement practices.

	<i>M</i>	<i>SD</i>	<i>df</i>	<i>t</i>	<i>p</i>	<i>d</i>
Parental Involvement Practices						
male	82.56	12.80	145	1.952	.053	-0.32
female	86.70	12.79				

**Siblings.** To compare the mean consistency scores of children with siblings and children with no siblings regarding parents' beliefs about parental involvement, an independent sample t-test was carried out. There was no significant difference in the scores for children with siblings ( $M=98.52$ ,  $SD=8.69$ ) and children with no siblings ( $M=98.95$ ,  $SD=7.28$ ) observed,  $t(150) = -.224$ ,  $p = .823$ . It suggests that the number of children in the family has no effect on parents' beliefs about parental involvement.

Similarly, when comparing parental involvement practices for children with siblings ( $M=84.42$ ,  $SD=12.83$ ) and children with no siblings ( $M=84.40$ ,  $SD=13.15$ ), no significant difference in the scores for the two groups was observed,  $t(147) = .007$ ,  $p = .995$ . These results suggest that the number of children in the family does not affect the range and frequency of parental involvement practices parents utilize.

**Family structure.** An independent sample t-test comparing parental involvement beliefs of two-parent families and one-parent families yielded that there was no significant difference in the scores for two-parent families ( $M=98.79$ ,  $SD=8.38$ ) and single-parent families ( $M=96.88$ ,  $SD=9.31$ ),  $t(150) = .875$ ,  $p = .383$ . In other words, family structure has no effect on parents' beliefs about parental involvement.

A separate independent t-test was constructed in order to compare parental involvement practices for two-parent families ( $M=85.02$ ,  $SD=12.78$ ) and single-parent households ( $M=80.50$ ,  $SD=13.14$ ). The results of the test were found to be statistically

insignificant,  $t(146) = 1.402, p = .163$ . Thus, it allows us to conclude that family structure is not a significant determiner of the family parental involvement practices.

To conclude, in this study family characteristics were represented by child's gender, other children in family and family structure. Data showed that only child gender was a significant predictor of the parental involvement practices,  $t(145) = 1.952, p = .053, d = -0.32$ .

#### **4.3.2. Family socioeconomic status**

Family socioeconomic status was investigated through such subcategories as family income, parents' level of education and parent's employment characteristics. The composites of the scores for six parental involvement dimensions constituted the scores for parental involvement beliefs and practices and served as dependent variables in these analyses. The results of the statistical analysis which tested the relationship between these variables are described below.

**Family income.** One-way between groups ANOVA was conducted to explore the impact of family income on the parental involvement beliefs. Participants were divided into four groups according to their income level (Group 1: up to 69999 tenges a month; Group 2: 70000-149999 tenges a month; Group 3: 150000-249999 tenges a month; Group 4: more than 250000 tenges a month). The results of the analysis show that there was no statistically significant difference at the  $p < .05$  level in scores of four groups:  $F(3, 100) = .312, p = .817$ . Overall, it means that the parents' beliefs about parental involvement are not affected by the level of the monthly income the family has.

To investigate the effect of the family monthly income on the parental involvement practices, a separate one-way between groups analysis of variance was performed. Based on the test outcomes, we can conclude that no significant effect of the family income level on the range and frequency of the parental involvement practices parents utilize was determined at the  $p < .05$  level across four groups [ $F(3, 100) = 1.124, p = .343$ ]. Therefore, family monthly

income cannot be considered as an effective predictor of the quality and quantity of parental involvement practices in Kazakhstani context.

**Level of education.** An independent sample t-test was performed to compare parental involvement beliefs of mothers who have a higher education degree ( $M=98.02$ ,  $SD=9.02$ ) and mothers with school or tertiary education ( $M=99.47$ ,  $SD=7.67$ ). It showed that there was no significant difference in the scores between the groups,  $t(146) = 1.014$ ,  $p = .312$ . In other words, mothers' level of education does not influence their beliefs about parental involvement. The results of an independent sample t-test comparing fathers' beliefs about parental involvement and their level of education showed the same pattern: there was no significant difference in the scores for fathers with a higher education degree ( $M=99.15$ ,  $SD=6.99$ ) and fathers with school or tertiary education ( $M=98.79$ ,  $SD=9.47$ ),  $t(133) = -.254$ ,  $p = .800$ .

As far as parental involvement practices were concerned, two separate independent sample t-tests were carried out to compare the mean consistency scores of mothers' and fathers' education level and the range and frequency of the parental involvement practices they adopt. The results of the analyses reveal that the level of education is not a significant predictor of the parental involvement practices for neither mothers nor fathers,  $t(143) = .381$ ,  $p = .704$  and  $t(129) = -.741$ ,  $p = .460$ .

**Employment.** To investigate the impact of mothers' employment schedule on their parental involvement beliefs, a one-way between groups ANOVA was conducted. Three groups were used to reflect mothers' working schedule. They are Group 1: full-time employed, Group 2: part-time employed and Group 3: unemployed. There was a statistically significant difference at the  $p < .05$  level for the three groups:  $F(2, 150) = 3.802$ ,  $p = .025$  (Table 7). Despite reaching statistical significance, the actual difference in mean scores between the groups was quite small. The effect size, calculated using eta squared, was .049.

Post-hoc comparisons using the Scheffe test indicated that the mean score for Group 1 ( $M=97.11$ ,  $SD=9.54$ ) was significantly different from Group 3 ( $M=101.13$ ,  $SD=6.71$ ). Group 2 ( $M=98.18$ ,  $SD=6.12$ ) did not differ significantly from either Group 1 or 3. The results of the analysis reveal that mothers' full-time employment affects the beliefs they hold about parental involvement. In particular, they tend to consider parental involvement to be less important compared to mothers, who are unemployed.

*Table 7.* Effect of the mothers' employment status on mothers' parental involvement beliefs.

	<i>M</i>	<i>SD</i>	<i>F</i> (2, 150)	$\eta^2$	<i>p</i>
Parental Involvement Beliefs					
full-time employed	97.11	9.54	3.802	.049	.025
part-time employed	98.18	6.71			
unemployed	101.13	6.12			

A separate one-way between groups ANOVA was conducted to explore the impact of fathers' employment schedule on levels of their parental involvement beliefs. Participants were divided into three groups according to their employment schedule (Group 1: full-time employed; Group 2: part-time employed; Group 3: unemployed). There was no statistically significant difference at the  $p < .05$  level in scores of parental involvement beliefs for the three groups:  $F(2, 136) = 1.274$ ,  $p = .283$ , which means that paternal employment does not predict fathers beliefs about parental involvement in the Kazakhstani context.

Another one-way between groups ANOVA was carried out to investigate the impact of mothers' employment schedule on their parental involvement practices. Three groups were used to reflect mothers' working schedule. They are Group 1: full-time employed, Group 2: part-time employed and Group 3: unemployed. There was a statistically significant difference at the  $p < .05$  level for the three groups:  $F(2, 147) = 7.907$ ,  $p = .001$ . The effect size, calculated using eta squared, was .099. Post-hoc comparisons using the Scheffe test indicated that there were significant differences between the mean score for Group 1 ( $M=80.72$ ,  $SD=12.90$ ),

Group 2 ( $M = 88.82$ ,  $SD = 12.14$ ) and Group 3 ( $M = 88.88$ ,  $SD = 11.46$ ). Taken together, these results suggest that full-time employed mothers were found to be the least likely to get involved with parental involvement practices compared to partially employed mothers and mothers who were unemployed.

*Table 8.* Effect of the mothers' employment status on mothers' parental involvement practices.

	<i>M</i>	<i>SD</i>	<i>F</i> (2, 147)	$\eta^2$	<i>p</i>
Parental Involvement Practices					
full-time employed	80.72	12.90	7.907	.099	.001
part-time employed	88.82	12.14			
unemployed	88.88	11.46			

Finally, a one-way between groups ANOVA was performed to compare the effect of fathers' employment schedule on fathers' parental involvement practices. Parental employment was represented by three groups, namely Group 1: full-time employed, Group 2: part-time employed and Group 3: unemployed. There was no significant effect of paternal employment schedule observed on the fathers' parental involvement practices at the  $p < .05$  level for the three groups  $F(2, 132) = .585$ ,  $p = .558$ .

To sum up, family socioeconomic characteristics were investigated through such categories as family monthly income, parents' level of education and parents' employment schedule. Analysis of the data yielded that from the given characteristics, in the Kazakhstani social set up, parental involvement beliefs and practices were only affected by maternal employment schedule.

#### **4.3.3. School characteristics**

To test the effect of school characteristics on parental involvement beliefs and practices, three independent variables were analyzed, namely school location (SES-advantaged areas/SES-disadvantaged areas), child's grade (Grade 1, Grade 4) and school

language of instruction (Kazakh, Russian). The independent-sample t-tests were carried out to investigate how these categories affect the scores of the parental involvement beliefs and practices.

**School location.** An independent sample t-test was performed to compare parental involvement beliefs for children who study in the schools located in the SES-disadvantaged areas ( $M=98.61$ ,  $SD=8.00$ ) and those who attend the schools in the SES-advantaged areas ( $M=98.56$ ,  $SD=8.87$ ). There was no significant difference in the scores found,  $t(150) = .034$ ,  $p = .973$ . Similarly, an independent sample t-test of parental involvement practices in schools located in the SES-disadvantaged areas ( $M=84.09$ ,  $SD=12.23$ ) and schools located in the SES-advantaged areas ( $M=84.66$ ,  $SD=13.35$ ) did not yield any statistically significant results,  $t(147) = -.265$ ,  $p = .791$ . It suggests that neither parental involvement beliefs nor their practices are affected by the school location.

**Grade.** To test whether the child's grade altered parents' beliefs about parental involvement, an independent sample t-test was run. It indicated that there was no significant difference in parents' beliefs for children in Grade 1 ( $M=99.61$ ,  $SD=8.63$ ) and children in Grade 4 ( $M=97.70$ ,  $SD=8.29$ ),  $t(150) = 1.395$ ,  $p = .165$ . It implies that the grade the children are in has no significant effect on the beliefs parents' hold about parental involvement.

Table 9. Effect of the child's grade on parental involvement practices.

	<i>M</i>	<i>SD</i>	<i>df</i>	<i>t</i>	<i>p</i>	<i>d</i>
Parental Involvement Practices						
Grade 1	87.34	11.56	147	2.704	.008	0.44
Grade 4	81.76	13.44				

However, an independent sample t-test to compare parental involvement practices in Grade 1 and Grade 4 showed that parental involvement practices significantly differed in scores in regards to children's grade,  $t(147) = 2.704$ ,  $p = .008$ ,  $d = 0.44$  (Table 9). These results indicate that parents of Grade 1 students ( $M=87.34$ ,  $SD=11.56$ ) reported statistically higher

involvement practices than parents of Grade 4 students ( $M=81.76$ ,  $SD=13.44$ ). In other words, parents are more likely to be involved in parental involvement practices at the earlier stages of their child's education.

**Language of instruction.** In order to compare scores for parental involvement beliefs in schools with Kazakh and Russian language of instruction, an independent sample t-test analysis was done. The results demonstrated that there was no significant difference in the parental involvement beliefs parents hold in respect to whether the school language of instruction was Kazakh ( $M=99.54$ ,  $SD=9.15$ ) or Russian ( $M=97.82$ ,  $SD=7.88$ ),  $t(150) = 1.239$ ,  $p = .217$ .

An independent sample t-test to compare parental involvement practices in schools with Kazakh and Russian language of instruction, however, revealed that there was a significant difference in the scores for Kazakh and Russian schools,  $t(147) = 3.179$ ,  $p = .002$ ,  $d = 0.52$  (Table 10). The results indicated that parents whose children attended schools with Kazakh language of instruction ( $M=87.91$ ,  $SD=12.78$ ) reported to practice parental involvement more extensively than parents whose children attended schools with Russian language of instruction ( $M=81.40$ ,  $SD=12.19$ ) did. It allows us to conclude that degree of parental involvement practices in schools with Russian language of instruction is lower than in schools where Kazakh is used as a primary language.

Table 10. Effect of the school language of instruction on parental involvement practices.

	<i>M</i>	<i>SD</i>	<i>df</i>	<i>t</i>	<i>p</i>	<i>d</i>
Parental Involvement Practices						
Kazakh	87.91	12.78	147	3.179	.002	0.52
Russian	81.40	12.19				

Therefore, from a set of school characteristics investigated in this study, child's grade and language of instruction were found to predict parental involvement at  $p < .05$  level.



However, school location, namely whether the school was situated in the SES-advantaged area or not, did not appear to alter parental involvement beliefs and practices.

To sum up, the data showed that from the characteristics which were commonly reported to mediate parental involvement, only a few were valid in the Kazakhstani context. In particular, only child gender, mothers' employment schedule as well as child's school grade and school language of instruction were found to affect the degree of parental involvement practices parents reported to utilize. As for parental involvement beliefs, overall, there were not found to be affected by the factors tested in the study.

#### **4.4. Parental involvement and academic achievement**

A Spearman-product correlation coefficient was calculated to determine the relationship between parental involvement beliefs and practices and students' academic achievement in Elementary schools in Kazakhstan (Table 11). Parental involvement beliefs and practices were analyzed in respect to the six dimensions of the Epstein's (1995) typology, whereas students' academic achievement was self-reported by parents and included general academic achievement as well as achievement in math and reading.

It can be clearly seen that, overall, there was no statistically significant relationship between parental involvement beliefs and practices and students' academic achievement at the elementary school level regardless of the way the academic achievement was measured. The exceptions are a weak correlation between children's general academic achievement and parents' beliefs about *Parenting* dimension, [ $r=.20$ ,  $n=169$ ,  $p=.007$ ] and a small positive association between parents' beliefs about *Volunteering* and children's academic achievement in reading, [ $r=.18$ ,  $n=163$ ,  $p=.019$ ]. There was no correlation found between students' academic achievement in math and any of the parental involvement dimensions.

Table 11. Spearman's correlation between six parental involvement dimensions and students' academic achievement.

	General Academic Achievement	Achievement in math	Achievement in reading
<b>Parents' Beliefs</b>			
Parenting	.20**	.12	.14
Communicating	-.03	-.12	-.04
Volunteering	.09	.08	.18*
Learning at Home	-.02	-.04	-.06
Decision Making	.01	-.05	.03
Collaborating	.05	.06	.04
<b>Parents' Practices</b>			
Parenting	.11	.00	.00
Communicating	-.03	-.08	-.04
Volunteering	.13	.06	.12
Learning at Home	.04	-.01	-.02
Decision Making	.02	-.04	-.00
Collaborating	.08	-.01	-.00

Note. \* $p < .05$ . \*\* $p < .01$ . \*\*\* $p < .001$ .

#### 4.5. Conclusion

The chapter thoroughly described the results of the analyses performed to answer research questions which guide this study. Firstly the nature of parental involvement beliefs and practices in elementary school was investigated. Mean scores for each dimension illustrated that parents prioritized beliefs and practices related to *Parenting* dimension more than any other and appeared to be less involved in *Decision Making* activities. On the whole, parents tend to hold strong beliefs about the importance of parental involvement, but utilized parental involvement practices on a much smaller scale. A Pearson product-moment correlation analysis yielded that overall there was a medium-strong correlation between beliefs and practices for almost every dimension determined by Epstein (1995) with the highest correlation between parental involvement beliefs and practices of the same type.

Then, to study the predictors of parental involvement beliefs and practices in

Elementary school, independent sample t-tests and ANOVA analyses were carried out. The effect of family demographics on parental involvement was examined through such domains as child's gender, other children in family and family structure. Only child gender was found to be a significant determinant of the parental involvement practices parents employed, namely parents' of girls appeared to be more parentally involved than parents of boys. Apart from that, selected family characteristics predicted neither parents' beliefs about parental involvement nor their parental involvement practices.

Among family socioeconomic characteristics (family income, parents' level of education, parents' employment status and employment schedule), only employment schedule was found to be significant determinants of the parental involvement beliefs and practices of mothers. In particular, mothers' who were employed full time were significantly less involved than those mothers who worked part-time or were currently unemployed. Family socioeconomic characteristics were not observed to predicted fathers' beliefs about and practices of parental involvement.

School characteristics in this research were represented by school location, child's grade and language of instruction used in the school. Performed data analyses yielded that school characteristics do not have a significant effect on parents' beliefs about parental involvement. However, child's grade and language of instruction did alter parents' parental involvement practices. Parental involvement practices were found to be more pronounced for children in Grade 1 than for children in Grade 4. Similarly, parents whose children attended schools with Kazakh language of instruction had a higher level of parental involvement than those parents whose children were enrolled with the schools where Russian was used as a medium of instruction.

Finally, a Spearman-product correlation coefficient analysis was run to verify the relationship between parental involvement dimensions and children's general academic

achievement, their achievement in math and reading in Elementary school. No statistical correlation between the variables was observed. Only *Parenting* dimension was found to slightly affect children's general achievement, whereas *Volunteering* dimension appeared to have a small effect on children's achievement in reading. Students' achievement in math was not found to be affected by any of the six parental involvement dimensions.

The interpretation of the findings derived from the statistical analysis conducted will be explored in greater depth in the "Discussion" chapter that follows.

## 5. Discussion

### 5.1. Introduction

This chapter interprets the results derived from the data collected in relation to four research questions which guided the study. It starts with a discussion of the nature of parental involvement as it is understood and practices in Kazakhstan. Then, it speculates on the factors which mediate parental involvement practices Kazakhstani parents' reported to display. Finally, the chapter justifies the absence of statistically significant relationship between parental involvement and academic achievement.

### 5.2. Nature of parental involvement

The self-developed questionnaire which was used to measure parental involvement beliefs and practices constituted of 36 items and utilized 6-point Level of Agreement and Frequency Likert-scales. The data collected allowed to calculate mean scores for parents' beliefs about and practices of six parental involvement dimension defined by Epstein (1995) as well as to carry out a Pearson product-moment correlation to investigate the relationships between parental involvement beliefs and practices within given dimensions.

The analysis of the mean scores for each dimension illustrates that in general, parents seem to believe that all types of parental involvement are important. The same tendency holds for parental involvement practices parents employ in Kazakhstan. Thus, the findings of the study reflect the data from OECD report, which indicated that level of parental involvement in Kazakhstan was well above the average compared to other OECD countries (OECD, 2013). In particular, Kazakhstani parents appear to prioritize beliefs about *Parenting* dimension (basic family obligations, health and safety, home conditions to promote learning) over the others. Similarly, *Parenting* dimension is a type of involvement, which is more exercised by the parents. *Decision Making* activities, however, were less likely to be viewed as representative of parental involvement as well as were practiced considerably less. In other

words, parents believe that reading books, setting home rules or cooking and eating together is more illustrative of involved parenting than voicing an opinion on school policies and development as part of PTO/PTA, attending PTO/PTA meetings or taking part in PTO/PTA activities. Such a finding could have been expected since it was long noted that in Kazakhstan parental bodies (Parents' Committees, Boards of Trustees) lacked clear guidance on how members of these organizations could participate in school affairs (Pons et al., 2015). As for *Collaboration with the Community*, parents' practices of this dimension were found to be three points lower than their beliefs about it, 16.54 and 13.57 respectively. Perhaps, such a discrepancy might not only be a result of certain family socioeconomic characteristics which inhibit participation but also be a consequence of unavailability of recourses and opportunities to get involved with the community. López, Scribner and Mahitivanichcha (2001) argue that parental involvement largely depends on the cultural determinant. It, in turn, shapes the ways stakeholders interact (Lasky, 2000). Since, Epstein (1995) pleads for parents-school-community collaboration as a mean to ensure learners' success, particular attention needs to be devoted to investigate the reasons behind such distribution of scores among the dimensions.

The Pearson product-moment correlation analysis showed a significant correlation between six dimensions determined by Epstein (1995), which suggests that similar to other cultural contexts, in Kazakhstan, these dimensions are viewed as integral constituents of the parental involvement phenomenon. This finding adds to growing recognition of parental involvement as a multidimensional concept, which incorporates a wide range of activities (Balli, 1996; Brown, 1994; Castro et al., 2015; Catsambis, 1998; Fan, 2001).

The analysis also yielded significant interrelationships between beliefs and practices of the same types of involvement. Therefore, we may conclude that parents' beliefs about each parental involvement dimension predict not only the range of the parental involvement

practices they employ but also determine the frequency with which parents utilize them. It goes in line with the ideas of Ajzen (1991), Bandura (1997) and Hoover-Dempsey and Sadlers (1997), who argue that one's beliefs guide one's actions.

However, when comparing the mean scores for beliefs and practices of six parental involvement dimensions, it immediately comes to the front that the scores for parents' beliefs about involvement are more than two points higher than the scores for the practices parents observe. It indicates that despite the majority of parents support the idea of parental involvement, they practice parental involvement on a much lesser scale. Possibly, there are some family demographic or socioeconomic characteristics the family possesses which either stimulate or impede parents' choice to participate. These factors are discussed below.

### **5.3. Predictors of the parental involvement**

As the effectiveness of the parental involvement activities could be conditional on the number of factors, this research was aimed to explore the determinants of the parents' beliefs and practices about parental involvement. In this study, the investigated factors included family-demographics (gender of a child, siblings, family structure), family socioeconomic background (family income, parents' education, parents' employment schedule) and school characteristics (child's grade, school location, school language of instruction). A series of independent sample t-tests and ANOVA analyses revealed that overall selected characteristics did not have a statistically significant effect on parental involvement beliefs. However, some of them did affect parental involvement practices.

#### **5.3.1. Family demographics**

Child's gender, family structure and the number of children in the family were used in the present study as a set of characteristics to represent family demographics factors.

The literature review suggested that these characteristics often reported as being significant predictors of parental involvement (Balli et al., 1998; Borgonovi & Montt, 2012;

Sui-Chu & Willms, 1996). However, similar to Driessen (2003), this study did not observe either inhibitory or beneficial effect of the family structure and siblings in the family on parental involvement beliefs and practices. It might be related to the fact that single-parent families and families with only one child were underrepresented in the study and constituted only 11.2 percent and 14.5 percent of the sampled population respectively. In general, single-parent families are not prevalent in Kazakhstan, since divorces are highly disapproved by the community, especially by its older population. Still, the growing number of marriage break-ups causes serious national concern. Hence the coming generation is to see more children brought up in single-parent households. Similarly, it is rather rare for the majority Kazakhstani families to have only one child, as there is a societal, cultural and religious pressure on families to produce a male heir or to bring-up three daughters, in case there is none. Having many children is a culture-bound tendency in Kazakhstan. Therefore, to investigate parental involvement beliefs and practices of single-parent and one-child families, a sampling technique which will allow equal representation of these two groups needs to be utilized in the future studies.

Although Shumow and Miller (2001) and Grolnick and Slowiaczek (1994) argued that child gender did not predict parental involvement for young adolescent, the current study, consistent with Sui-Chu and Willm (1996), reports it otherwise. It yielded that at the elementary school level, parents of girls are more common to employ parental involvement practices than the parents of boys are. It might be explained by the fact that, according to Grolnick, Benjet, Kurowski, and Apostoleris (1997), mothers tend to believe that “daughters are more vulnerable than sons” and, therefore, require more support (p. 539). Muller (1998) further argues that parents are more involved with girls because they tend to be more successful in school. In regard to Kazakhstani context, it has to be recognized that in most of the families patriarchal traditions are still strong. There is much more freedom given to boys,



whereas a lot is expected of girls. Although it might partially justify the yielded finding, qualitative research to study the reasons which affect parents' choice to become involved in the schooling of their sons' and daughters' will profoundly benefit the field. It is also to provide some further insights into the understanding of the parents' involvement practices in relation to the child's gender, the quantitative study lacks the capacity to do.

### **5.3.2. Family socioeconomic status**

The effect of family socioeconomic status on parents' beliefs and practices about parental involvement was studied through such characteristics as family income, parents' level of education and parents' employment. The data collected also allowed researching if employment patterns produced a different effect on paternal and maternal involvement practices.

Previous literature has suggested that children from more well-off families are exposed to a higher quantity of parental involvement practices as more time and resources are allocated for their upbringing and education (Lareau, 1996). In this study, though, family income variable was not found to determine the degree of parental involvement beliefs and practices. It goes in line with the Sui-Chu and Willms' (1996) study, which did not observe the relationship either. This finding suggests that since income level is not a determinant of parental involvement, perhaps, in the elementary school, children are less receptive towards the number of resources allocated, but instead, they benefit more from the amount of time parents spent with them.

It needs to be acknowledged though, that the results of the current analysis might have been clouded by the sensitive nature of the questions about income (Cohen et al., 2011). In the present study, 30.8 percent of respondents chose the option "I would rather not to answer this question". Further research is advised to treat the matter of the family earnings with caution and consider the ways to address the ethical issues which might arise beforehand.

An independent-sample t-test was carried out to test the relationship between parents' education background and the beliefs and practices they hold about parental involvement. Contrary to the results of the Hill and Taylor's (2004) research, this study did not observe any significant relationship between the variables. The effect of the parents' education level on the parental involvement beliefs and practices was found to be non-existent. Neither mothers' nor fathers' parental beliefs and practices were related to their education level. Thus, the study results illustrate that parents demonstrate equal involvement in their children's schooling irrespective of whether they hold a higher education degree or not. The finding allows assuming that Kazakhstani parents with diverse educational background and income level recognize the importance of education for their child's future success in life, and thus they tend to get involved into their schooling from the elementary school level. Perhaps, they recognize that student success at school 'can not be left solely to teachers,' as suggested by Balli et al. (1998, p.155). Such a tendency appears to be present in the Kazakhstani elementary school, although, further research might wish to investigate if it holds for children in Middle and High school.

When a series of independent sample t-tests was conducted to investigate the moderating effect of the employment variable, it yielded that employment schedule, did produce a significant impact on the range and frequency of the parental involvement practices mothers utilized. Unemployed mothers and mothers' who work part-time were found to be more involved in parental involvement practices than full-time working mothers. The finding adds to the extant research confirming that employment is a well-established factor which impedes parental involvement practices mothers tend to participate in (Muller, 1995). These findings make sense intuitively since mothers' who work full time are often unavailable to participate in the school-initiated involvement opportunities due to work commitments and rigid working schedule. Furthermore, after an 8-hour-working day, they might feel too tired

to get involved with their children at home in an equal degree as their unemployed counterparts do.

Under-representation of fathers participating in the study (n=20) might explain why the analysis of paternal employment and fathers' parental involvement did not produce any significant results. An alternative solution to address the issue in the future is to try stratified sampling, which will ensure equal participation of mothers and fathers in the study and allow more valid comparison between the groups.

### **5.3.3. School characteristics**

The present study investigated school characteristic through such categories as school location, child's grade and school language of instruction. Although Borgonovi and Montt (2012) claim that schools located in more socially advantaged areas are more prone to foster parental involvement, this study did not observe any measurable effect school location has on parental involvement beliefs and practices. It is difficult to gauge the reasons behind such a finding, but we can speculate that the disparities between the investigated schools were not big enough to allow detecting the moderating effect school location might have on parental involvement beliefs and practices. There is a possibility, though, that when comparing parental involvement in schools across regions (e.g., East Kazakhstan, West Kazakhstan) or investigating this phenomenon in the rural and urban school context, the statistically significant relationship could be observed.

Child school grade, however, was confirmed to be a significant predictor of parents' practices. The study reveals that degree of parental involvement practices tends to decline as a child progresses from grade 1 to grade 4, which is consistent with the findings of the existing studies (Chen, 2005). In interpreting this finding, we support the reasoning of Fulingi, Eccles, Barber, and Clements (2001), who claim that the decrease in the parental involvement is related to child's developmental needs and their growing preference to seek

support from peers. At the same time, as grade 1 is the first stage of state compulsory education, and is a new experience for both children and parents, the latter are intrinsically and extrinsically motivated to allow for their children less-painful transition from kindergarten institutions to primary schools by displaying a higher degree of parental involvement. Grade 4, however, is the final stage of elementary education in Kazakhstan. By this time, children's school routine, as well as child-teacher-peers relationship, are well-established, which results in a gradual decrease in the number of parental involvement practices parents chose to employ.

School language of instruction also was found to be a significant determinant of parental involvement practices. Parents' who had their children in the school with the Kazakh language of instruction demonstrated a higher degree of involvement than parents who had their children in the Russian language classrooms. This finding contradicts the ideas proposed by Boivin (2016) that Soviet legacy marginalized the importance of adopting socio-cultural home learning practices in Kazakh-speaking families. On the contrary, Kazakh families are believed to stand out as tradition-oriented households, where family bonds and domestic help comprise the essential part of family upbringing. The increase of the parental involvement practices for children with Kazakh as a language of instruction might also be related to the linguistic aspect of the Kazakh language itself. There is quite a big difference between spoken and academic Kazakh. Therefore children require a greater degree of support to succeed academically. Further research and, perhaps, a bigger and more diverse sample are required to gain deeper insights into the relationship between the school language and parental involvement beliefs and practices.

#### **5.4. Parental involvement and academic achievement**

This study aimed to investigate the relationship between six dimensions of parental involvement and students' global academic achievement, their achievement in math and

reading to account for multidimensional nature of the two concepts. A Spearman-product correlation coefficient was calculated to evaluate the relationship between the variables.

Parents self-reported on the academic performance of their children.

Although Fan and Chen (2001) argued that correlation between parental involvement and academic achievement is more statistically visible when standardized measures are used for the latter, our research in Kazakhstani contexts did not observe such a tendency.

Furthermore, similar to Alvarez-Valdivia et al. (2012), we did not come up with any strong evidence to support common belief that parental involvement is critical to accelerating students' academic performance. In other words, in Kazakhstan, parents' beliefs about and practices of parental involvement do not determine child's academic success at the elementary school level. One plausible explanation for the finding, as was reported by Sung (2010), is that cultural context determines the beneficial effect parental involvement produces. Jeynes (2003) further proposed that where the value for education was quite high, parental involvement appeared to be less predictive of students' academic achievement. In the case of Kazakhstan, value for education is embedded in both Kazakh and Russian cultures, which represent two major ethnic groups in the country. The importance of education can also be considered as a part of the Soviet legacy and is continued to be highly encouraged by the current government. Only in the last 15 years, there was 9.5 percent increase in the spending on education (Nazarbayev, 2012). Hence, the peculiarities of the Kazakhstani context might justify overall statistically insignificant relationship between parental involvement and academic achievement.

## 6. Conclusion

### 6.1. Introduction

This chapter summarizes the major findings of the research. It acknowledges limitations of the current research as well as provides some directions the follow-up studies could take up in the future. The chapter provides future research directions and elaborates on some possible research implications the finding of the study could be considered.

### 6.2. Summary of the findings

The purpose of this study was three-fold: first, to study how the concept of the parental involvement is understood and practiced by Kazakhstani parents within the Epstein's (1995) theoretical framework. The second aim of the research was to investigate the factors which affect parents' decision to become parentally involved. Finally, the study was targeted to examine the relationship between parental involvement and student's academic achievement, thus adding to the ongoing debate in the field. A non-experimental exploratory survey research design was applied to answer the research questions. A self-report paper-based questionnaire was utilized for the data collection.

The analyses of the mean scores for each of the six parental involvement dimensions revealed that beliefs and practices of the home-based activities (Type 1, Type 3, Type 4) were prevalent in the Kazakhstani society. Parents' beliefs about and practices of *Parenting* dimension were found to be particularly strong, whereas *Decision Making* dimension scored the lowest.

Although the majority of the factors this study scrutinized did not prove to be significant predictors of the parental involvement beliefs and practices in the Kazakhstani Elementary schools, the research was able to confirm the role of the child's gender on the range and frequency of the parental involvement practices parents tended to adopt. Parental involvement was also found to be affected by the mothers' employment working schedule as

well as child's grade and the language of instruction employed at the school. Pearson correlation analysis of the relationship between six parental involvement dimensions and students' general academic achievement, achievement in math and reading did not yield many strong connections between the variables.

### **6.3. Limitations and future research directions**

This study, like any other research, is not without limitations. Not only was the calculating total reliability problematic, but also the data on the instrument validity was not reported. Thus, utilizing a more sophisticated research instrument would contribute to more rigorous research to be conducted.

Also, it needs to be acknowledged that, perhaps, parents' reports on students' academic achievement subjected to unintentional bias when reporting on parental involvement and academic achievement. Therefore, it is of great interest to replicate the study but use different measures of academic achievement ( e.g., teachers' reports, GPA, test scores) as well as to survey others raters of parental involvement (e.g., students or teachers).

Besides, further research might also wish to investigate the relationship between parental involvement and students' academic achievement at another stages of education. Alvarez-Valdivia et al. (2012) suggested that elementary school is not very illustrative of 'dramatic and possibly stressful educational transitions', thus student might be less prone to the benefits of parental involvement (p. 325). It allows arguing for scrutinizing parental involvement patterns among Grade 5 and Grade 7 students since in Kazakhstan these are the grades when students no longer have one classroom teacher, school subjects become more diverse and more complicated in their content, which leads to greater diversity in students' academic performance and deteriorates parental involvement.

At the same time, non-probability maximum variation sampling technique does allow generalizing study results to the whole Kazakhstani population. Beliefs of and practices about

parental involvement in the East-Kazakhstani context might be very different from the prevailing parental involvement beliefs and practices in such cities as Astana, Almaty or in some remote rural areas. As an example, Nurbek (2017) claimed that parents in South Kazakhstan region devoted up to 4.6 hours of quality time to a child daily, whereas in Astana parent reported to spent only 1.8 hours. Thus, there is a call to conduct similar studies on parental involvement in other settings not only to allow country-wise generalization but also to capture regional differences in the understanding of the parental involvement concept.

#### **6.4. Research implications**

The outcomes of the research extend previous knowledge and provide empirical data about parental involvement in Kazakhstani Elementary school. They also contribute to the understanding of the phenomenon, attract attention to the state of the parental involvement in the country and raise the awareness of the multidimensionality of the concept.

The study was not able to produce any dramatic results about benefits of parental involvement or its significant positive influence on students' academic achievement and therefore is unlikely to come into notice of the state policymakers. At the school level, however, it does provide school administrators and classroom teachers with some insights about the understanding of parental involvement in Elementary school to date and illustrates some issues to consider. Not only might the findings prompt the schools to re-evaluate the ways they organize parental involvement, but also they might encourage the schools to adopt the initiatives to promote parental involvement among some less involved groups of stakeholders, such as parents' of boys or full-time working mothers. Schools with Russian median of instructions might benefit from looking into the reasons why parental involvement in Kazakh language schools is more pronounced, whereas classroom teachers of Grade 4 students might find advantageous to put more effort into promoting parental involvement practices.



Furthermore, the results of the study might shift parents' understanding of the parental involvement towards perceiving it as a multidimensional construct, which is not restricted to home-based activities. It might prompt parents to become engaged in parental involvement opportunities initiated by school and community on a greater scale. Such a change will facilitate a more effective partnership between families, school and community, thus creating favorable conditions for children to thrive and succeed.

### References

- Alvarez-Valdivia, I. M., Chavez, K. L., Schneider, B. H., Roberts, J. S., Becalli-Puerta, L. E., Pérez-Luján, D., & Sanz-Martínez, Y. A. (2012). Parental involvement and the academic achievement and social functioning of Cuban school children. *School Psychology International, 34*(3), 313-329. doi:10.1177/0143034312465794
- Ajzen, I. (1991). The theory of planned behavior. *Organizational Behavior and Human Decision Processes, 50*(2), 179-211. doi:10.1016/0749-5978(91)90020-T
- Bailey, L. R. (2017). History and ethical principles. *Collaborative Institutional Training Initiative*. Retrieved from <https://about.citiprogram.org/en/homepage/>
- Balli, S. J. (1996). Family diversity and the nature of parental involvement. *Educational Forum, 60*(2), 149-155. doi:10.1080/00131729609335117
- Balli, S. J., Demo, D. H., & Wedman, J. F. (1998). Family involvement with children's homework: An intervention in the middle grades. *Family Relations, 47*(2), 149-157. doi:10.2307/585619
- Bandura, A. (1997). *Self-efficacy: The exercise of control*. New York, NY: W. H. Freeman.
- Barnard, W. M. (2004). Parent involvement in elementary school and educational attainment. *Children and Youth Services Review, 26*(1), 39-62. doi:10.1016/j.childyouth.2003.11.002
- Barajas, M. S. (2011). Academic achievement of children in single parent homes: A critical review. *The Hilltop Review, 5*(1), 13-21. Retrieved from <https://scholarworks.wmich.edu/hilltopreview/vol5/iss1/4>
- Baumrind, D. (1991). Effective parenting during the early adolescent transition. In P. A. Cowan & E. M. Hetherington (Eds.), *Family Transitions* (pp. 111-163). Hillsdale, NJ: Erlbaum.
- Bell, J. (2014). *Doing your research project: A guide for first-time researchers*. Maidenhead, McGraw-Hill: Open University Press.

- Boivin, N. (2016). *Multiliteracies Community of Learning – Shifting from Product to Process*. Unpublished manuscript.
- Borgonovi, F. & Montt, G. (2012). Parental involvement in selected PISA countries and economies. *OECD Education Working Papers*, 73, 3-164. doi:10.1787/5k990rk0jsjj-en.
- Bracey, G. W. (1996). SES and involvement. *Phi Delta Kappan*, 78(2), 169-170. Retrieved from <https://search.proquest.com/openview/2b2c10f80d3fc930e5e13ab0f2ec4c51/1?pq-origsite=gscholar&cbl=41842>
- Brody, G. H. (1995). Linking family processes and academic competence among rural African American youths. *Journal of Marriage and the Family*, 57(3), 567-579. doi:10.2307/353913
- Bronfenbrenner, U. (1979). Contexts of child rearing: Problems and prospects. *American Psychologist*, 34(10), 844-850. doi:10.1037/0003-066X.34.10.844
- Brown, M. C. (1994). Parental involvement as a variable in reading readiness: A review of related literature. *ERIC Document Reproduction Service No.: ED 384850*. Retrieved from <https://files.eric.ed.gov/fulltext/ED384850.pdf>
- Brown, G. L., McBride, B. A., Bost, K. K., & Shin, N. (2011). Parental involvement, child temperament, and parents' work hours: Differential relations for mothers and fathers. *Journal of Applied Developmental Psychology*, 32(6), 313-322. doi:10.1016/j.appdev.2011.08.004
- Bryman, A. (2015). *Social research methods*. Oxford, UK: Oxford University Press.
- Bumpus, M. F., Crouter, A. C., & McHale, S. M. (2001). Parental autonomy granting during adolescence: Exploring gender differences in context. *Developmental Psychology*, 37(2), 163-173. doi:10.1016/j.appdev.2011.08.004
- Carter, S. (2002). *The impact of parent/family involvement of student outcomes: An annotated bibliography of research from the past decade*. Retrieved from

<https://oaklandliteracycoalition.org/wp-content/uploads/2016/12/Impact-Family-Involvement.pdf>

- Castro, M., Expósito-Casas, E., López-Martín, E., Lizasoain, L., Navarro-Asencio, E., & Gaviria, J. L. (2015). Parental involvement on student academic achievement: A meta-analysis. *Educational Research Review, 14*, 33-46. doi:10.1016/j.edurev.2015.01.002
- Catsambis, S. (1998). *Expanding the knowledge of parental involvement in secondary education: Effects on high school academic success* (CRESPAR Report 27). Baltimore, MD: Johns Hopkins University.
- Catsambis, S., & Garland, J. E. (1997). *Parental involvement in students' education during middle school and high school* (CRESPAR Report 18). Baltimore, MD: Johns Hopkins University.
- Chen, J. J. L. (2005). Relation of academic support from parents, teachers, and peers to Hong Kong adolescents' academic achievement: The mediating role of academic engagement. *Genetic, Social, and General Psychology Monographs, 131*(2), 77-127. doi:10.3200/MONO.131.2.77-127
- Chen, J. J. L. (2008). Grade-level differences: Relations of parental, teacher and peer support to academic engagement and achievement among Hong Kong students. *School Psychology International, 29*(2), 183-198. doi:10.1177/0143034308090059
- Choi, N. (2005). Self-efficacy and self-concept as predictors of college students' academic performance. *Psychology in the Schools, 42*(2), 197-205. doi:10.1002/pits.20048
- Chowa, G. A., Masa, R. D., & Tucker, J. (2013). The effects of parental involvement on academic performance of Ghanaian youth: Testing measurement and relationships using structural equation modeling. *Children and Youth Services Review, 35*(12), 2020-2030. doi:10.1016/j.childyouth.2013.09.009

- Chrispeels, J. (1996). Effective schools and home-school-community partnership roles: A framework for parent involvement. *School Effectiveness and School Improvement*, 7(4), 297-323. doi:10.1080/0924345960070402
- Christenson, S. L., & Christenson, J. C. (1998). *Family, school, and community influences on children's learning: A literature review* (Live and Learn Project). Minneapolis, US: University of Minnesota Extension Service.
- Christenson, S. L., Rounds, T., & Gorney, D. (1992). Family factors and student achievement: An avenue to increase students' success. *School Psychology Quarterly*, 7(3), 178-206. doi:10.1037/h0088259
- Cohen, J. W. (1988). *Statistical power analysis for the behavioral sciences* (2nd ed.). Hillsdale, NJ: Lawrence Erlbaum Associates.
- Cohen, L., Manion, L., & Morrison, K. (2011). *Research methods in education* (5th ed.). Abingdon, UK: Routledge.
- Constitution of the Republic of Kazakhstan (1995, August 30). Retrieved from <http://www.parlam.kz/en/constitution>
- Creswell, J. W. (2013). *Qualitative inquiry and research design: choosing among five approaches*. London, UK: Sage Publications.
- Creswell, J. W. (2014). *Educational research: Planning, conducting, and evaluating quantitative*. London, UK: Pearson.
- Crouter, A. C. (2006). Mothers and fathers at work: Implications for families and children. In A. Clarke-Stewart & J. Dunn (Eds.), *Families count: Effects on child and adolescent development* (pp. 135–154). New York, NY: Cambridge University Press.
- Crow, G., Wiles, R., Heath, S., & Charles, V. (2006). Research ethics and data quality: The implications of informed consent. *International Journal of Social Research Methodology*, 9(2), 83-95. doi:10.1080/13645570600595231

- Davis-Kean, P. E. (2005). The influence of parent education and family income on child achievement: The indirect role of parental expectations and the home environment. *Journal of Family Psychology, 19*(2), 294-304. doi:10.1037/0893-3200.19.2.294
- DePlanty, J., Coulter-Kern, R., & Duchane, K. A. (2007). Perceptions of parent involvement in academic achievement. *The Journal of Educational Research, 100*(6), 361-368. doi:10.3200/JOER.100.6.361-368
- Desimone, L. M. (1999). Linking parent involvement with students achievement: Do race and income matter? *The Journal of Educational Research, 93*(1), 11-30. doi:10.1080/00220679909597625
- Deslandes, R., Royer, E., Turcotte, D., & Bertrand, R. (1997). School achievement at the secondary level: Influence of parenting style and parent involvement in schooling. *McGill Journal of Education/Revue des Sciences de l'éducation de McGill, 32*(3), 191-208. Retrieved from <http://mje.mcgill.ca/article/view/8377/6305>
- Domina, T. (2005). Leveling the home advantage: Assessing the effectiveness of parental involvement in elementary school. *Sociology of Education, 78*(3), 233-249. doi:10.1177/003804070507800303
- Dörnyei, Z. (2007). *Research methods in applied linguistics: Quantitative, qualitative, and mixed methodologies*. Oxford, UK: Oxford University Press.
- Driessen, G. (2003). Family and child characteristics, child-rearing factors, and cognitive competence of young children. *Early Child Development and Care, 173*(2-3), 323-339. doi:10.1080/03004430303102
- Driessen, G., Smit, F., & Slegers, P. (2005). Parental involvement and educational achievement. *British Educational Research Journal, 31*(4), 509-532. doi:10.1080/01411920500148713

- Drummond, K. V., & Stipek, D. (2004). Low-income parents' beliefs about their role in children's academic learning. *The Elementary School Journal*, 104(3), 197-213. doi:10.1086/499749
- Eccles, J. S., & Harold, R. D. (1993). Parent-school involvement during the early adolescent years. *Teachers College Record*, 94(3), 568-587. Retrieved from [https://www.researchgate.net/publication/233896430\\_Parent-School\\_Involvement\\_during\\_the\\_Early\\_Adolescent\\_Years](https://www.researchgate.net/publication/233896430_Parent-School_Involvement_during_the_Early_Adolescent_Years)
- Eccles, J. S., & Harold, R. D. (1996). Family involvement in children's and adolescents' schooling. In A. Booth & J. F. Dunn (Eds.), *Family-school links: How do they affect educational outcomes?* (pp. 3-34). Hillsdale, NJ: Lawrence Erlbaum Associates.
- Englund, M. M., Luckner, A. E., Whaley, G. J. L., & Egeland, B. (2004). Children's achievement in early elementary school: Longitudinal effects of parental involvement, expectations, and quality of assistance. *Journal of Educational Psychology*, 96(4), 723-730. doi:10.1037/0022-0663.96.4.723
- Epstein, J. L. (1991). Effects on student achievement of teachers' practices of parent involvement. In J. L. Epstein (Ed.), *Literacy through family, community, and school interaction* (pp. 261-276). Greenwich, CT: JAI Press.
- Epstein, J. L. (1992). *School and Family Partnerships* (Center on Families, Communities, Schools, and Children's Learning, Report No. 6). Baltimore, MD: Johns Hopkins University.
- Epstein, J.L. (1995). School/family/community partnerships: Caring for the children we share. *Phi Delta Kappan*, 76(9), 701-712. doi:10.1177/0031721711009200326
- Epstein, J. L., & Dauber, S. L. (1989). *Teacher Attitudes and Practices of Parent Involvement in Inner-City Elementary and Middle Schools* (Report No. 32). Baltimore, MD: Center for Research on Elementary and Middle Schools.

- Epstein, J. L., & Dauber, S. L. (1991). School programs and teacher practices of parent involvement in inner-city elementary and middle schools. *The Elementary School Journal, 91*(3), 289-305. doi:10.1086/461656
- Epstein, J. L., & Sanders, M. G. (2002). Family, school, and community partnerships. In M. H. Bornstein (Ed.), *Handbook of Parenting Volume 5: Practical Issues in Parenting* (pp. 407-437). Mahwah, NJ: Lawrence Erlbaum Associates.
- Epstein, J. L., Sanders, M. G., Simon, B. S., Salinas, K. C., Jansorn, N. R., & Van Voorhis, F. L. (2002). *School, family, and community partnerships: Your handbook for action*. Thousand Oaks, CA: Sage Publications.
- Eurydice. (2005). *Citizenship Education at School in Europe*. Retrieved from [http://www.indire.it/lucabas/lkmw\\_file/eurydice/Citizenship\\_schools\\_Europe\\_2005\\_EN.pdf](http://www.indire.it/lucabas/lkmw_file/eurydice/Citizenship_schools_Europe_2005_EN.pdf)
- Evans, S. J. (1991). Good surveys guide. *BMJ: British Medical Journal, 302*(6772), 302-303. Retrieved from <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC1669002/pdf/bmj00112-0008.pdf>
- Fan, X. (2001). Parental involvement and students' academic achievement: A growth modeling analysis. *The Journal of Experimental Education, 70*(1), 27-61, doi:10.1080/00220970109599497
- Fan, X., & Chen, M. (2001). Parental involvement and students' academic achievement: A meta-analysis. *Educational Psychology Review, 13*(1), 1-22. doi:10.1023/A:1009048817385
- Fantuzzo, J., Tighe, E., & Childs, S. (2000). Family Involvement Questionnaire: A multivariate assessment of family participation in early childhood education. *Journal of Educational Psychology, 92*(2), 367-376. doi:10.1037/0022-0663.92.2.367



- Feuerstein, A. (2000). School characteristics and parent involvement: Influences on participation in children's schools. *The Journal of Educational Research*, 94(1), 29-40. doi:10.1080/00220670009598740
- Fisher, Y. (2016). Multi-dimensional perception of parental involvement. *Universal Journal of Educational Research*, 4(2), 457-463. doi:10.13189/ujer.2016.040220
- Fowler, F. J. (2009). *Applied Social Research Methods: Survey research methods* (4th ed.). Thousand Oaks, CA: SAGE Publications.
- Fulgini, A. J., Eccles, J. S., Barber, B. L., & Clements, P. (2001). Early adolescent peer orientation and adjustment during high school. *Developmental Psychology*, 37(1), 28-36. doi:10.1037/0012-1649.37.1.28
- Greenberg, M. T., Lengua, L. J., Coie, J. D., Pinderhughes, E. E., Bierman, K., Dodge, K. A., ... & McMahon, R. J. (1999). Predicting developmental outcomes at school entry using a multiple-risk model: Four American communities. *Developmental Psychology*, 35(2), 403-417. doi:10.1037/0012-1649.35.2.403
- Georgiou, S. N. (1997). Parental involvement: Definition and outcomes. *Social Psychology of Education*, 1(3), 189-209. doi:10.1007/BF02339890
- Georgiou, S. N. (2007). Parental involvement: Beyond demographics. *International Journal about Parents in Education*, 1(0), 59-62. Retrieved from <http://www.ernape.net/ejournal/index.php/IJPE/article/viewFile/25/15>
- Gonida, E. N., & Cortina, K. S. (2014). Parental involvement in homework: Relations with parent and student achievement-related motivational beliefs and achievement. *British Journal of Educational Psychology*, 84(3), 376-396. doi:10.1111/bjep.12039
- Gore Jr, P. A. (2006). Academic self-efficacy as a predictor of college outcomes: Two incremental validity studies. *Journal of Career Assessment*, 14(1), 92-115. doi:10.1177/1069072705281367

- Grolnick, W.S., & Slowiaczek, M.L. (1994). Parents' involvement in children's schooling: A multidimensional conceptualization and motivational model. *Child Development, 65*(1), 237-252. doi:10.2307/1131378
- Grolnick, W. S., Benjet, C., Kurowski, C. O., & Apostoleris, N. H. (1997). Predictors of parent involvement in children's schooling. *Journal of Educational Psychology, 89*(3), 538-548. doi:10.1037/0022-0663.89.3.538
- Hara, S. R., & Burke, D. J. (1998). Parent involvement: The key to improved student achievement. *School Community Journal, 8*(2), 9-19. EJ587580.
- Hawkins, D. N., Amato, P. R., & King, V. (2006). Parent-adolescent involvement: The relative influence of parent gender and residence. *Journal of Marriage and Family, 68*(1), 125-136. doi:10.1111/j.1741-3737.2006.00238
- Henderson, A. & Berla, N. (1994). *A new generation of evidence: The family is critical to student achievement*. Washington, DC: Center for Law and Education.
- Henderson, A., & Mapp, K. L. (2002). *A new wave of evidence: The impact of school, family, and community connections on student achievement*. Austin, TX: Southwest Educational Development Laboratory.
- Hermans, R., van Braak, J., & Van Keer, H. (2008). Development of the beliefs about primary education scale: Distinguishing a developmental and transmissive dimension. *Teaching and Teacher Education, 24*(1), 127-139. doi:10.1016/j.tate.2006.11.007
- Herrell, P. O. (2011). *Parental involvement: Parent perceptions and teacher perceptions* (Doctoral dissertation). Retrieved from <https://dc.etsu.edu/cgi/viewcontent.cgi?article=2439&context=etd>
- Heymann, J. (2000). What happens during and after school: Conditions faced by working parents living in poverty and their school-aged children. *Journal of Children and Poverty, 6*(1), 5-20. doi:10.1080/713675956

- Hill, N. E., & Craft, S. A. (2003). Parent-school involvement and school performance: Mediated pathways among socioeconomically comparable African American and Euro-American families. *Journal of Educational Psychology, 95*(1), 74-83. doi:10.1037/0022-0663.95.1.74
- Hill, N. E., Castellino, D. R., Lansford, J. E., Nowlin, P., Dodge, K. A., Bates, J. E., & Pettit, G. S. (2004). Parent academic involvement as related to school behavior, achievement, and aspirations: Demographic variations across adolescence. *Child Development, 75*(5), 1491-1509. doi:10.1111/j.1467-8624.2004.00753.x
- Hill, N. E., & Taylor, L. C. (2004). Parental school involvement and children's academic achievement pragmatics and issues. *Current Directions in Psychological Science, 13*(4), 161-164. doi:10.1111/j.0963-7214.2004.00298.x
- Hill, N. E., & Tyson, D. F. (2009). Parental involvement in middle school: A meta-analytic assessment of the strategies that promote achievement. *Developmental Psychology, 45*(3), 740-763. doi:10.1037/a0015362
- Ho, H. Y. (2011). *Effects, attributes, and predictions of parental involvement during early transition: Does race/ethnicity matter? Evidence from the FACES 1997 Cohort* (Doctoral dissertation). Retrieved from <https://pqdtopen.proquest.com/doc/888468537.html?FMT=AI>
- Hoover-Dempsey, K., & Sandler, H. M. (1997). Why do parents become involved in their children's education? *Review of Educational Research, 67*(1), 3-42. doi:10.3102/00346543067001003
- IAC (Information-analytic centre). (2014). *OECD Review of Policies to Improve the Effectiveness of Resource Use in Schools: Country Background Report for Kazakhstan*. Retrieved from [http://www.oecd.org/education/school/CBR\\_Kazakhstan\\_english\\_final.pdf](http://www.oecd.org/education/school/CBR_Kazakhstan_english_final.pdf)

- IAC. (2015). *Osnovnye pokazateli doskolnogo, obshego srednego, tekhnicheskogo i professionalnogo obrazovaniya 2015-2016 [Core indicators of pre-school, secondary, technical and vocational education 2015-2016]*. Astana, Kazakhstan: Information-Analytic Center.
- IAC. (2016a). *National report on the state and development of the educational system of the Republic of Kazakhstan, 2015*. Astana, Kazakhstan: Information-Analytic Center.
- IAC. (2016b). *Statistics of Education of the Republic of Kazakhstan 2015-2016: National Collection*. Astana, Kazakhstan: Information-Analytic Center.
- Jeynes, W. H. (2003). A meta-analysis: The effects of parental involvement on minority children's academic achievement. *Education and Urban Society*, 35(2), 202-218.  
doi:10.1177/0013124502239392
- Jeynes, W. H. (2007). The relationship between parental involvement and urban secondary school student academic achievement. *Urban Education*, 42(1), 82-110.  
doi:10.1177/0042085906293818
- Jeynes, W. H. (2012). A meta-analysis of the efficacy of different types of parental involvement programs for urban students. *Urban Education*, 47(4), 706-742.  
doi:10.1177/0042085912445643
- Jimerson, S., Egeland, B., & Teo, A. (1999). A longitudinal study of achievement trajectories: Factors associated with change. *Journal of Educational Psychology*, 91(1), 116-126. doi:10.1037/0022-0663.91.1.116
- Keith, T. Z. (1991). Parent involvement and achievement in high schools. In S. B. Silvern (Ed.), *Advances in reading/language research: literacy through family, community, and school interaction (Vol. 5)*. (pp. 125-141). Greenwich, CT: JAI Press.
- Keith, T. Z., Keith, P. B., Troutman, G. C., & Bickley, P. G. (1993). Does parental involvement affect eighth-grade student achievement? Structural analysis of national

- data. *School Psychology Review*, 22(3), 474-496. Retrieved from [https://www.researchgate.net/publication/232428498\\_Does\\_Parental\\_Involvement\\_Affect\\_Eighth\\_Grade\\_Student\\_Achievement\\_Structural\\_Analysis\\_of\\_National\\_Data](https://www.researchgate.net/publication/232428498_Does_Parental_Involvement_Affect_Eighth_Grade_Student_Achievement_Structural_Analysis_of_National_Data)
- Kellaghan, T., Sloane, K., Alvarez, B., & Bloom, B. S. (1993). Home processes and learning. In T. Kellaghan (Ed.), *The home environment and school learning: Promoting parental involvement in the education of children* (pp. 50-61). San Francisco, US: Jossey-Bass.
- Kohl, G. O., Lengua, L. J., & McMahon, R. J. (2000). Parent involvement in school conceptualizing multiple dimensions and their relations with family and demographic risk factors. *Journal of School Psychology*, 38(6), 501-523. doi:10.1016/S0022-4405(00)00050-9
- Kostelnik, M. J., Soderman, A. K., & Whiren, A. P. (2010). *Developmentally appropriate curriculum: Best practices in early childhood education* (5th ed.). Washington, D.C.: Pearson.
- Kreider, H. (2002). *Getting parents "ready" for kindergarten: The role of early childhood education*. Cambridge, MA: Harvard Family Research Project.
- Kuh, G. D., Kinzie, J. L., Buckley, J. A., Bridges, B. K., & Hayek, J. C. (2006). *What matters to student success: A review of the literature* (Vol. 8). Washington, DC: National Postsecondary Education Cooperative.
- Kuklinski, M. R., & Weinstein, R. S. (2001). Classroom and developmental differences in a path model of teacher expectancy effects. *Child Development*, 72(5), 1554-1578. Retrieved from [https://www.jstor.org/stable/3654404?seq=1#page\\_scan\\_tab\\_contents](https://www.jstor.org/stable/3654404?seq=1#page_scan_tab_contents)
- Lareau, A. (1996). Assessing parent involvement in schooling: A critical analysis. In A. Booth & J. F. Dunn (Eds.), *Family-school links: How do they affect educational outcomes?* (pp. 57-64). Mahwah, NJ: Erlbaum.

- LaRocque, M., Kleiman, I., & Darling, S. M. (2011). Parental involvement: The missing link in school achievement. *Preventing School Failure, 55*(3), 115-122.  
doi:10.1080/10459880903472876
- Lasky, S. (2000). The cultural and emotional politics of teacher–parent interactions. *Teaching and Teacher Education, 16*(8), 843-860. doi:10.1016/S0742-051X(00)00030-5
- Law of the Republic of Kazakhstan on Education (2007, July 27). No. 319-III (with changes and additions as on 29 December 2014). Retrieved from  
[http://adilet.zan.kz/eng/docs/Z070000319\\_](http://adilet.zan.kz/eng/docs/Z070000319_)
- Lee, S. (1994). *Family-school connections and students' education: Continuity and change of family involvement from the middle grades to high school*. (Unpublished doctoral dissertation). Johns Hopkins University, Baltimore, Maryland.
- Lee, J., & Bowen, N. K. (2006). Parent involvement, cultural capital, and the achievement gap among elementary school children. *American Educational Research Journal, 43*(2), 193-218. doi:10.3102/00028312043002193
- Lichter, D.T. (1996). Family diversity, intellectual inequality, and academic achievement among American children. In A. Booth & J.F. Dunn (Eds.), *Family-school links: How do they affect educational outcomes?* (pp. 265-273). Mahwah, NJ: Erlbaum.
- Lodico, M. G., Spaulding, D. T., & Voegtler, K. H. (2010). *Methods in educational research: From theory to practice* (2nd ed.). San Francisco, CA: Jossey-Bass.
- Lo'pez, G., Scribner, J. & Mahitivanichcha, K. (2001). Redefining parental involvement: Lessons from high-performing migrant-impacted schools. *American Educational Research Journal, 38*(2), 253-288. doi:10.3102/00028312038002253
- Marcon, R. A. (1999). Positive relationships between parent school involvement and public school inner-city preschoolers' development and academic performance. *School Psychology Review, 28*(3), 395-412. Retrieved from

<http://eds.a.ebscohost.com/eds/pdfviewer/pdfviewer?vid=1&sid=8b8ef399-cdeb-4a3a-98d2-6c6838f7b73e%40sessionmgr4008>

Mattingly, D. J., Prislin, R., McKenzie, T. L., Rodriguez, J. L., & Kayzar, B. (2002).

Evaluating evaluations: The case of parent involvement programs. *Review of Educational Research*, 72(4), 549-576. doi:10.3102/00346543072004549

McCall, R. B., Beach, S. R., & Lau, S. (2000). The nature and correlates of underachievement among elementary schoolchildren in Hong Kong. *Child Development*, 71(3), 785-801. Retrieved from <http://www.jstor.org/stable/1132395>

McCoach, D. B., Gable, R. K., & Madura, J. P. (2013). *Instrument development in the affective domain*. New York, USA: Springer.

McNeal, R. B. (2001). Differential effects of parental involvement on cognitive and behavioral outcomes by socioeconomic status. *The Journal of Socio-Economics*, 30(2), 171-179. doi:10.1016/S1053-5357(00)00100-1

MES (Ministry of Education and Science the Republic of Kazakhstan). (2007, October 22). *Tipovyye pravila deyatel'nosti popechitel'skogo soveta i poryadok yego izbraniya [Rules for the board of trustees and the procedure of its election]*. Retrieved from [http://kazakhstan.news-city.info/docs/sistemse/dok\\_iegcnz.htm](http://kazakhstan.news-city.info/docs/sistemse/dok_iegcnz.htm)

MES. (2014). *Strategicheskiy plan Ministerstva obrazovaniya i nauki Respubliki Kazakhstan na 2014-2018 gody [The strategic plan of the Ministry of Education and Science of the Republic of Kazakhstan for 2014-2018]*. Retrieved from <http://control.edu.gov.kz/ru/strategicheskiy-plan-mon-rk-na-2014-2018-gody>

Miedel, W. T., & Reynolds, A. J. (2000). Parent involvement in early intervention for disadvantaged children: Does it matter?. *Journal of School Psychology*, 37(4), 379-402. doi:10.1016/S0022-4405(99)00023-0

- Mirazchiyski, P., & Klemencic, E. (2014). *Parental involvement in school activities and reading literacy: findings and implications from PIRLS 2011 data* (Policy Brief No. 3). Amsterdam, Netherlands: International Association for the Evaluation of Educational Achievement.
- Muijs, D. (2011). *Doing quantitative research in education with SPSS*. London, UK: Sage Publications.
- Muller, C. (1995). Maternal employment, parent involvement, and mathematics achievement among adolescents. *Journal of Marriage and the Family*, 57(1), 85-100.  
doi:10.2307/353818
- Muller, C. (1998). Gender differences in parental involvement and adolescents' Mathematics achievement. *Sociology of Education*, 71(4), 336-356. doi:10.2307/2673174
- Nazarbayev, N.A. (2012, December 14). *Address by the President of the Republic of Kazakhstan, Leader of the Nation, N.Nazarbayev "Strategy Kazakhstan-2050": New political course of the established state*. Retrieved from [http://www.akorda.kz/en/addresses/addresses\\_of\\_president/address-by-the-president-of-the-republic-of-kazakhstan-leader-of-the-nation-nnazarbayev-strategy-kazakhstan-2050-new-political-course-of-the-established-state](http://www.akorda.kz/en/addresses/addresses_of_president/address-by-the-president-of-the-republic-of-kazakhstan-leader-of-the-nation-nnazarbayev-strategy-kazakhstan-2050-new-political-course-of-the-established-state)
- Nederhof, A. J. (1985). Methods of coping with social desirability bias: A review. *European Journal of Social Psychology*, 15(3), 263-280. doi:10.1002/ejsp.2420150303
- Nurbek, S. (2017, October). *Values in Kazakhstani Society: Their impact on Education*. Paper presented at IX International Research-to-Practice Conference of AEO Nazarbayev Intellectual Schools "Values, Wellbeing and Innovation for the Future of Education", Astana, Kazakhstan.



- Nyström, P. (2004) Reliability of educational assessments: The case of classification accuracy. *Scandinavian Journal of Educational Research*, 48(4), 427-440.  
doi:10.1080/0031383042000245816
- OECD (Organisation for Economic Co-operation and Development). (2010). *PISA 2009 Results: Overcoming Social Background: Equity in Learning Opportunities and Outcomes* (Volume II). Retrieved from <https://doi.org/10.1787/9789264201156-en>.
- OECD. (2013). *PISA 2012 Results: What makes schools successful? (Volume IV): Resources, policies and practices*. Retrieved from <http://dx.doi.org/10.1787/9789264201156-en>
- Okpala, C. O., Okpala, A. O., & Smith, F. E. (2001). Parental involvement, instructional expenditures, family socioeconomic attributes, and student achievement. *The Journal of Educational Research*, 95(2), 110-115. doi:10.1080/00220670109596579
- Oliver, P. (2010). *The student's guide to research ethics*. Maidenhead, UK: Open University Press.
- Pallant, J. (2010). *SPSS survival manual: A step by step guide to data analysis using SPSS for Windows*. Maidenhead, UK: Open University Press.
- Pallant, J. (2013). *SPSS survival manual: A step by step guide to data analysis using SPSS*. Berkshire, UK: McGraw-Hill Education.
- Paulson, S. E. (1994). Relations of parenting style and parental involvement with ninth-grade students' achievement. *The Journal of Early Adolescence*, 14(2), 250-267.  
doi:10.1177/027243169401400208
- Paulson, S. E., & Sputa, C. L. (1996). Patterns of parenting during adolescence: Perceptions of adolescents and parents. *Adolescence*, 31(122), 369-382. Retrieved from <https://www.questia.com/library/journal/1G1-18435718/patterns-of-parenting-during-adolescence-perceptions>

- Pomerantz, E. M., Moorman, E. A., & Litwack, S. D. (2007). The how, whom, and why of parents' involvement in children's academic lives: More is not always better. *Review of Educational Research*, 77(3), 373-410. doi:10.3102/003465430305567
- Pons, A., Amoroso, J., Herczynski, J., Kheyfets, I., Lockheed, M., & Santiago, P. (2015). *OECD Reviews of School Resources*. Paris, France: OECD Publishing.
- Punch, K. (2003). *Survey research: The basics*. London, UK: Sage Publications.
- Reynolds, A. J. (1991). Early schooling of children at risk. *American Educational Research Journal*, 28(2), 392-422. doi:10.2307/1162946
- Reynolds, A. J. (1992). Comparing measures of parental involvement and their effects on academic achievement. *Early Childhood Research Quarterly*, 7(3), 441-462. doi:10.1016/0885-2006(92)90031-S
- Rouse, M., Yakavets, N., & Kulakhmetova, A. (2014). Towards inclusive education: Swimming against the tide of educational reform. In D. Bridges (Ed.), *Education reform and internationalisation: the case of school reform in Kazakhstan*, (pp. 196-216). Cambridge, UK: Cambridge University Press.
- Sanders, M. G. (1998). The effects of school, family, and community support on the academic achievement of African American adolescents. *Urban Education*, 33(3), 385-409. doi:10.1177/0042085998033003005.
- Scully, P. A., Barbour C., & Roberts-King, H. (2015). *Families, schools, and communities: Building partnerships for educating children*. London, UK: Pearson
- Shumow, L., & Miller, J. D. (2001). Parents' at-home and at-school academic involvement with young adolescents. *The Journal of Early Adolescence*, 21(1), 68-91. doi:10.1177/0272431601021001004
- Singh, K., Bickley, P. G., Trivette, P., Keith, T. Z., Keith, P. B., & Anderson, E. (1995). The effects of four components of parental involvement on eighth-grade student achievement:

- Structural analysis of NELS-88 data. *School Psychology Review*, 24(2), 299-317.
- Singleton R. A., & Straits B. C. (2009). *Approaches to social research (5th ed.)*. New York, US: Oxford University Press.
- Stevenson, D. L., & Baker, D. P. (1987). The family-school relation and the child's school performance. *Child Development: Special Issue: Schools and Development*, 58, 1348-1357. doi:10.2307/1130626
- Sui-Chu, E. H., & Willms, J. D. (1996). Effects of parental involvement on eighth-grade achievement. *Sociology of Education*, 69(2), 126-141. Retrieved from [https://www.researchgate.net/profile/Esther\\_Ho2/publication/241564256\\_Effects\\_of\\_Parental\\_Involvement\\_On\\_Eight\\_Grade\\_Achievement/links/02e7e525f4a6c21710000000.pdf](https://www.researchgate.net/profile/Esther_Ho2/publication/241564256_Effects_of_Parental_Involvement_On_Eight_Grade_Achievement/links/02e7e525f4a6c21710000000.pdf)
- Sung, H. Y. (2010). The influence of culture on parenting practices of East Asian families and emotional intelligence of older adolescents: A qualitative study. *School Psychology International*, 31(2), 199-214. doi:10.1177/0143034309352268
- Teddle, C., & Yu, F. (2007). Mixed methods sampling: A typology with examples. *Journal of Mixed Methods Research*, 1(1), 77-100. doi:10.1177/2345678906292430
- Tracey, T. J., Allen, J., & Robbins, S. B. (2012). Moderation of the relation between person-environment congruence and academic success: Environmental constraint, personal flexibility and method. *Journal of Vocational Behavior*, 80(1), 38-49. doi:10.1016/j.jvb.2011.03.005
- UNESCO (United Nations Educational, Scientific and Cultural Organization). (2011). *World Data on Education 2010/11: Kazakhstan (7th ed)*. Geneva, Switzerland: International Bureau of Education. Retrieved from <http://www.ibe.unesco.org/sites/default/files/Kazakhstan.pdf>
- Wang, M. T., & Sheikh-Khalil, S. (2014). Does parental involvement matter for student

achievement and mental health in high school? *Child Development*, 85(2), 610-625.

doi:10.1111/cdev.12153

Wilder, S. (2013). Effects of parental involvement on academic achievement: A meta-synthesis. *Educational Review*, 66(3), 377-397. doi:10.1080/00131911.2013.780009

York, T. T., Gibson, C., & Rankin, S. (2015). Defining and measuring academic success.

*Practical Assessment, Research & Evaluation*, 20(5), 1-20. Retrieved from

<http://pareonline.net/getvn.asp?v=20&n=5>

Zellman, G. L., & Waterman, J. M. (1998). Understanding the impact of parent school involvement on children's educational outcomes. *Journal of Educational Research*,

91(6), 370-380. doi:10.1080/00220679809597566

**Appendices**  
**Appendix A**  
**Parental Involvement Questionnaire**

Dear Parent,

Thank you for agreeing to participate in our survey on parental involvement. The aim of the research is to find out how parental involvement is understood and practiced in Kazakhstan as well as to study the effect it has on learners’ academic achievement.

The survey consists of 56 questions and will take approximately 30 minutes of your time to complete.

The survey is anonymous. Please, do NOT specify your name, the name of your spouse/partner or your child/children.

Please return the questionnaire in the envelope provided.

**Section 1 - Perception of parental involvement**

**To what extent do you agree that the following activities represent parental involvement? Please, tick  ONE option.**

01.	<b>Discussing with a child his/her interests and hobbies</b>	01-Disagree Strongly <input type="checkbox"/>	02-Disagree Moderately <input type="checkbox"/>	03-Disagree Slightly <input type="checkbox"/>	04-Agree Slightly <input type="checkbox"/>	05-Agree Moderately <input type="checkbox"/>	06-Agree Strongly <input type="checkbox"/>
02.	<b>Attending parent/teacher conferences/meetings</b>	01-Disagree Strongly <input type="checkbox"/>	02-Disagree Moderately <input type="checkbox"/>	03-Disagree Slightly <input type="checkbox"/>	04-Agree Slightly <input type="checkbox"/>	05-Agree Moderately <input type="checkbox"/>	06-Agree Strongly <input type="checkbox"/>
03.	<b>Going on class trips with a child</b>	01-Disagree Strongly <input type="checkbox"/>	02-Disagree Moderately <input type="checkbox"/>	03-Disagree Slightly <input type="checkbox"/>	04-Agree Slightly <input type="checkbox"/>	05-Agree Moderately <input type="checkbox"/>	06-Agree Strongly <input type="checkbox"/>
04.	<b>Helping a child with his/her homework</b>	01-Disagree Strongly <input type="checkbox"/>	02-Disagree Moderately <input type="checkbox"/>	03-Disagree Slightly <input type="checkbox"/>	04-Agree Slightly <input type="checkbox"/>	05-Agree Moderately <input type="checkbox"/>	06-Agree Strongly <input type="checkbox"/>
05.	<b>Voicing your opinion on school policies and development as part of PTO</b>	01-Disagree Strongly <input type="checkbox"/>	02-Disagree Moderately <input type="checkbox"/>	03-Disagree Slightly <input type="checkbox"/>	04-Agree Slightly <input type="checkbox"/>	05-Agree Moderately <input type="checkbox"/>	06-Agree Strongly <input type="checkbox"/>
06.	<b>Communicating with the parents of the child’s friends</b>	01-Disagree Strongly <input type="checkbox"/>	02-Disagree Moderately <input type="checkbox"/>	03-Disagree Slightly <input type="checkbox"/>	04-Agree Slightly <input type="checkbox"/>	05-Agree Moderately <input type="checkbox"/>	06-Agree Strongly <input type="checkbox"/>

07.	<b>Doing something together with a child (e.g. reading books, cooking, shopping)</b>	01-Disagree Strongly <input type="checkbox"/>	02-Disagree Moderately <input type="checkbox"/>	03-Disagree Slightly <input type="checkbox"/>	04-Agree Slightly <input type="checkbox"/>	05-Agree Moderately <input type="checkbox"/>	06-Agree Strongly <input type="checkbox"/>
08.	<b>Talking with the child's teacher about child's progress and accomplishments</b>	01-Disagree Strongly <input type="checkbox"/>	02-Disagree Moderately <input type="checkbox"/>	03-Disagree Slightly <input type="checkbox"/>	04-Agree Slightly <input type="checkbox"/>	05-Agree Moderately <input type="checkbox"/>	06-Agree Strongly <input type="checkbox"/>
09.	<b>Volunteering to participate in school activities</b>	01-Disagree Strongly <input type="checkbox"/>	02-Disagree Moderately <input type="checkbox"/>	03-Disagree Slightly <input type="checkbox"/>	04-Agree Slightly <input type="checkbox"/>	05-Agree Moderately <input type="checkbox"/>	06-Agree Strongly <input type="checkbox"/>
10.	<b>Attending private lessons and talent development classes (e.g. singing, dancing, drawing, etc.)</b>	01-Disagree Strongly <input type="checkbox"/>	02-Disagree Moderately <input type="checkbox"/>	03-Disagree Slightly <input type="checkbox"/>	04-Agree Slightly <input type="checkbox"/>	05-Agree Moderately <input type="checkbox"/>	06-Agree Strongly <input type="checkbox"/>
11.	<b>Attending parent-teacher organization/parent association meetings</b>	01-Disagree Strongly <input type="checkbox"/>	02-Disagree Moderately <input type="checkbox"/>	03-Disagree Slightly <input type="checkbox"/>	04-Agree Slightly <input type="checkbox"/>	05-Agree Moderately <input type="checkbox"/>	06-Agree Strongly <input type="checkbox"/>
12.	<b>Visiting museums with a child</b>	01-Disagree Strongly <input type="checkbox"/>	02-Disagree Moderately <input type="checkbox"/>	03-Disagree Slightly <input type="checkbox"/>	04-Agree Slightly <input type="checkbox"/>	05-Agree Moderately <input type="checkbox"/>	06-Agree Strongly <input type="checkbox"/>
13.	<b>Buying educational toys, books and other reading resources</b>	01-Disagree Strongly <input type="checkbox"/>	02-Disagree Moderately <input type="checkbox"/>	03-Disagree Slightly <input type="checkbox"/>	04-Agree Slightly <input type="checkbox"/>	05-Agree Moderately <input type="checkbox"/>	06-Agree Strongly <input type="checkbox"/>
14.	<b>Telephoning the teacher to get information about the child</b>	01-Disagree Strongly <input type="checkbox"/>	02-Disagree Moderately <input type="checkbox"/>	03-Disagree Slightly <input type="checkbox"/>	04-Agree Slightly <input type="checkbox"/>	05-Agree Moderately <input type="checkbox"/>	06-Agree Strongly <input type="checkbox"/>
15.	<b>Attending school events, concerts, sporting events, etc.</b>	01-Disagree Strongly <input type="checkbox"/>	02-Disagree Moderately <input type="checkbox"/>	03-Disagree Slightly <input type="checkbox"/>	04-Agree Slightly <input type="checkbox"/>	05-Agree Moderately <input type="checkbox"/>	06-Agree Strongly <input type="checkbox"/>
16.	<b>Talking with a child about his/her daily school experiences</b>	01-Disagree Strongly <input type="checkbox"/>	02-Disagree Moderately <input type="checkbox"/>	03-Disagree Slightly <input type="checkbox"/>	04-Agree Slightly <input type="checkbox"/>	05-Agree Moderately <input type="checkbox"/>	06-Agree Strongly <input type="checkbox"/>

17.	<b>Taking part in parent-teacher organization activities</b>	01-Disagree Strongly <input type="checkbox"/>	02-Disagree Moderately <input type="checkbox"/>	03-Disagree Slightly <input type="checkbox"/>	04-Agree Slightly <input type="checkbox"/>	05-Agree Moderately <input type="checkbox"/>	06-Agree Strongly <input type="checkbox"/>
18.	<b>Going to the cinema or to the theatre with a child</b>	01-Disagree Strongly <input type="checkbox"/>	02-Disagree Moderately <input type="checkbox"/>	03-Disagree Slightly <input type="checkbox"/>	04-Agree Slightly <input type="checkbox"/>	05-Agree Moderately <input type="checkbox"/>	06-Agree Strongly <input type="checkbox"/>

**Section 2 - Practice of Parental Involvement**

How often do you practice the following activities in your family? Please, tick  ONE option.

19.	<b>Discussing with a child his/her interests and hobbies</b>	01-Never <input type="checkbox"/>	02-Very rare <input type="checkbox"/>	03-Rarely <input type="checkbox"/>	04-Occasionally <input type="checkbox"/>	05-Frequently <input type="checkbox"/>	06-Always <input type="checkbox"/>
20.	<b>Attending parent/teacher conferences/meetings</b>	01-Never <input type="checkbox"/>	02-Very rare <input type="checkbox"/>	03-Rarely <input type="checkbox"/>	04-Occasionally <input type="checkbox"/>	05-Frequently <input type="checkbox"/>	06-Always <input type="checkbox"/>
21.	<b>Going on class trips with a child</b>	01-Never <input type="checkbox"/>	02-Very rare <input type="checkbox"/>	03-Rarely <input type="checkbox"/>	04-Occasionally <input type="checkbox"/>	05-Frequently <input type="checkbox"/>	06-Always <input type="checkbox"/>
22.	<b>Helping a child with his/her homework</b>	01-Never <input type="checkbox"/>	02-Very rare <input type="checkbox"/>	03-Rarely <input type="checkbox"/>	04-Occasionally <input type="checkbox"/>	05-Frequently <input type="checkbox"/>	06-Always <input type="checkbox"/>
23.	<b>Voicing your opinion on school policies and development as part of PTO</b>	01-Never <input type="checkbox"/>	02-Very rare <input type="checkbox"/>	03-Rarely <input type="checkbox"/>	04-Occasionally <input type="checkbox"/>	05-Frequently <input type="checkbox"/>	06-Always <input type="checkbox"/>
24.	<b>Communicating with the parents' of the child's friends</b>	01-Never <input type="checkbox"/>	02-Very rare <input type="checkbox"/>	03-Rarely <input type="checkbox"/>	04-Occasionally <input type="checkbox"/>	05-Frequently <input type="checkbox"/>	06-Always <input type="checkbox"/>
25.	<b>Doing something together with a child (e.g., reading books,cooking, shopping)</b>	01-Never <input type="checkbox"/>	02-Very rare <input type="checkbox"/>	03-Rarely <input type="checkbox"/>	04-Occasionally <input type="checkbox"/>	05-Frequently <input type="checkbox"/>	06-Always <input type="checkbox"/>
26.	<b>Talking with the child's teacher about child's progress and accomplishments</b>	01-Never <input type="checkbox"/>	02-Very rare <input type="checkbox"/>	03-Rarely <input type="checkbox"/>	04-Occasionally <input type="checkbox"/>	05-Frequently <input type="checkbox"/>	06-Always <input type="checkbox"/>

27.	<b>Volunteering to participate in school activities</b>	01-Never <input type="checkbox"/>	02-Very rare <input type="checkbox"/>	03-Rarely <input type="checkbox"/>	04-Occasionally <input type="checkbox"/>	05-Frequently <input type="checkbox"/>	06-Always <input type="checkbox"/>
28.	<b>Attending private lessons and talent developing classes (e.g., singing, dancing, painting, etc.)</b>	01-Never <input type="checkbox"/>	02-Very rare <input type="checkbox"/>	03-Rarely <input type="checkbox"/>	04-Occasionally <input type="checkbox"/>	05-Frequently <input type="checkbox"/>	06-Always <input type="checkbox"/>
29.	<b>Attending parent-teacher organization/parent association meetings.</b>	01-Never <input type="checkbox"/>	02-Very rare <input type="checkbox"/>	03-Rarely <input type="checkbox"/>	04-Occasionally <input type="checkbox"/>	05-Frequently <input type="checkbox"/>	06-Always <input type="checkbox"/>
30.	<b>Visiting museums with a child</b>	01-Never <input type="checkbox"/>	02-Very rare <input type="checkbox"/>	03-Rarely <input type="checkbox"/>	04-Occasionally <input type="checkbox"/>	05-Frequently <input type="checkbox"/>	06-Always <input type="checkbox"/>
31.	<b>Buying educational toys, books and other reading resources</b>	01-Never <input type="checkbox"/>	02-Very rare <input type="checkbox"/>	03-Rarely <input type="checkbox"/>	04-Occasionally <input type="checkbox"/>	05-Frequently <input type="checkbox"/>	06-Always <input type="checkbox"/>
32.	<b>Telephoning the school to get information about the child</b>	01-Never <input type="checkbox"/>	02-Very rare <input type="checkbox"/>	03-Rarely <input type="checkbox"/>	04-Occasionally <input type="checkbox"/>	05-Frequently <input type="checkbox"/>	06-Always <input type="checkbox"/>
33.	<b>Attending school events, concerts, sporting events, etc.</b>	01-Never <input type="checkbox"/>	02-Very rare <input type="checkbox"/>	03-Rarely <input type="checkbox"/>	04-Occasionally <input type="checkbox"/>	05-Frequently <input type="checkbox"/>	06-Always <input type="checkbox"/>
34.	<b>Talking with a child about his/her daily school experiences</b>	01-Never <input type="checkbox"/>	02-Very rare <input type="checkbox"/>	03-Rarely <input type="checkbox"/>	04-Occasionally <input type="checkbox"/>	05-Frequently <input type="checkbox"/>	06-Always <input type="checkbox"/>
35.	<b>Taking part in parent-teacher organization activities</b>	01-Never <input type="checkbox"/>	02-Very rare <input type="checkbox"/>	03-Rarely <input type="checkbox"/>	04-Occasionally <input type="checkbox"/>	05-Frequently <input type="checkbox"/>	06-Always <input type="checkbox"/>
36.	<b>Going to the cinema or to the theatre with a child</b>	01-Never <input type="checkbox"/>	02-Very rare <input type="checkbox"/>	03-Rarely <input type="checkbox"/>	04-Occasionally <input type="checkbox"/>	05-Frequently <input type="checkbox"/>	06-Always <input type="checkbox"/>



**Section 3 - Information about the child and his/her academic achievement**

37.	<b>Specify the gender of your child?</b> Please, tick <input checked="" type="checkbox"/> ONE option.	01. Male <input type="checkbox"/>					02. Female <input type="checkbox"/>			
38.	<b>How old is your child?</b> Please, tick <input checked="" type="checkbox"/> ONE option.	01. less than 5 <input type="checkbox"/>	02. 5yo <input type="checkbox"/>	03. 6yo <input type="checkbox"/>	04. 7yo <input type="checkbox"/>	05. 8yo <input type="checkbox"/>	06. 9yo <input type="checkbox"/>	07. 10yo <input type="checkbox"/>	08. more than 10 <input type="checkbox"/>	
39.	<b>What grade does your child attend?</b> Please, tick <input checked="" type="checkbox"/> ONE option	01. Grade 1 <input type="checkbox"/>				02. Grade 4 <input type="checkbox"/>				
40.	<b>What is the language of instruction in the school your child attends?</b> Please, tick <input checked="" type="checkbox"/> ONE option.	01. Kazakh <input type="checkbox"/>				02. Russian <input type="checkbox"/>				
41.	<b>What type of school does your child attend?</b> Please, tick <input checked="" type="checkbox"/> ONE option.	01. state <input type="checkbox"/>				02. gymnasium/lyceum <input type="checkbox"/>				
42.	<b>What kind of student is your child in general?</b> Please, tick <input checked="" type="checkbox"/> ONE option.	01-Poor student <input type="checkbox"/>	02-Fair student <input type="checkbox"/>	03-Average/OK student <input type="checkbox"/>	04-Good student <input type="checkbox"/>	05-Top student <input type="checkbox"/>				
43.	<b>How would you assess your child's achievement in math?</b> Please, tick <input checked="" type="checkbox"/> ONE option.	01-Poor student <input type="checkbox"/>	02-Fair student <input type="checkbox"/>	03-Average/OK student <input type="checkbox"/>	04-Good student <input type="checkbox"/>	05-Top student <input type="checkbox"/>				
44.	<b>How would you assess your child's achievement in reading?</b> Please, tick <input checked="" type="checkbox"/> ONE option.	01-Poor student <input type="checkbox"/>	02-Fair student <input type="checkbox"/>	03-Average/OK student <input type="checkbox"/>	04-Good student <input type="checkbox"/>	05-Top student <input type="checkbox"/>				
45.	<b>How often does your child have behavior problems at school?</b>	01-Never <input type="checkbox"/>	02-Very rare <input type="checkbox"/>	03-Rarely <input type="checkbox"/>	04-Occasionally <input type="checkbox"/>	05-Frequently <input type="checkbox"/>	06-Always <input type="checkbox"/>			

## Section 4 - Information on family demographics

46.	<b>What is your current marital status?</b> Please, tick <input checked="" type="checkbox"/> ONE option.	<input type="checkbox"/> 01- Single, never married			
		<input type="checkbox"/> 02- Married			
		<input type="checkbox"/> 03 -Divorced/separated			
		<input type="checkbox"/> 04 -Widowed			
		<input type="checkbox"/> 05 -Not married but living in a marriage-like relationship			
47.	<b>How old are you?</b> Please, tick <input checked="" type="checkbox"/> ONE option.	01. 20-29yo <input type="checkbox"/>	02. 30-39yo <input type="checkbox"/>	03. 40-49yo <input type="checkbox"/>	04. above 50 <input type="checkbox"/>
48.	<b>What is your relation to the child?</b> Please, tick <input checked="" type="checkbox"/> ONE option.	01. a mother <input type="checkbox"/>	02. a father <input type="checkbox"/>	03. other <input type="checkbox"/>	
49.	<b>Do you have any other children?</b> Please, tick <input checked="" type="checkbox"/> ONE option.	01. yes <input type="checkbox"/>		02. no <input type="checkbox"/>	
50.	<b>Do you have any children, who are older than the child who brought the questionnaire?</b> Please, tick <input checked="" type="checkbox"/> ONE option.	01. yes <input type="checkbox"/>	02. no <input type="checkbox"/>	03. I have only one child <input type="checkbox"/>	
51.	<b>Do you have any children, who are younger than the child who brought the questionnaire?</b> Please, tick <input checked="" type="checkbox"/> ONE option.	01. yes <input type="checkbox"/>	02. no <input type="checkbox"/>	03. I have only one child <input type="checkbox"/>	

**52. If you have any other children, please specify the gender and the age of the other children you have. Tick  or circle  appropriate options. Please, do NOT report on the child who brought the questionnaire. Tick  the box below if the question is NOT applicable.**

Child 1	<b>1. Gender:</b>	Male <input type="checkbox"/>	Female <input type="checkbox"/>	<b>Age:</b>	less than 1, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, more than 15
Child 2	<b>2. Gender:</b>	Male <input type="checkbox"/>	Female <input type="checkbox"/>	<b>Age:</b>	less than 1, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, more than 15
Child 3	<b>2. Gender:</b>	Male <input type="checkbox"/>	Female <input type="checkbox"/>	<b>Age:</b>	less than 1, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, more than 15
Child 4	<b>2. Gender:</b>	Male <input type="checkbox"/>	Female <input type="checkbox"/>	<b>Age:</b>	less than 1, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, more than 15
Child 5	<b>2. Gender:</b>	Male <input type="checkbox"/>	Female <input type="checkbox"/>	<b>Age:</b>	less than 1, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, more than 15
Child 6	<b>2. Gender:</b>	Male <input type="checkbox"/>	Female <input type="checkbox"/>	<b>Age:</b>	less than 1, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, more than 15

NOT APPLICABLE, I HAVE ONLY ONE CHILD

**Section 5 - Information on family socioeconomic status**

**53. What is the highest level of education you and your spouse have completed? (please, tick  only the highest level you and your spouse have attained). Tick  one option in EACH column.**

	YOU	YOUR SPOUSE/PARTNER
Nine grades or less	01 <input type="checkbox"/>	01 <input type="checkbox"/>
Vocational training	02 <input type="checkbox"/>	02 <input type="checkbox"/>
Complete high education	03 <input type="checkbox"/>	03 <input type="checkbox"/>
Incomplete university degree	04 <input type="checkbox"/>	04 <input type="checkbox"/>
A master degree or equivalent	05 <input type="checkbox"/>	05 <input type="checkbox"/>
PhD or equivalent	06 <input type="checkbox"/>	06 <input type="checkbox"/>

**54. Which one of the statements below best describes you and your spouse/partner? Tick  one option in EACH column.**

	YOU	YOUR SPOUSE/PARTNER
Employed	01 <input type="checkbox"/>	01 <input type="checkbox"/>
unemployed	02 <input type="checkbox"/>	02 <input type="checkbox"/>
Retired	03 <input type="checkbox"/>	03 <input type="checkbox"/>
on maternity leave	04 <input type="checkbox"/>	04 <input type="checkbox"/>
keeping house full time	05 <input type="checkbox"/>	05 <input type="checkbox"/>
Disabled	06 <input type="checkbox"/>	06 <input type="checkbox"/>
Other	07 <input type="checkbox"/>	07 <input type="checkbox"/>

**55. During last past month, what working schedule did you and your spouse/partner have?**

**Tick  one option in EACH column.**

	YOU	YOUR SPOUSE/PARTNER
worked full time (8 hours a day or more)	01 <input type="checkbox"/>	01 <input type="checkbox"/>
worked part-time	02 <input type="checkbox"/>	02 <input type="checkbox"/>
worked by shifts	03 <input type="checkbox"/>	03 <input type="checkbox"/>

NOT APPLICABLE, I AM CURRENTLY UNEMPLOYED

NOT APPLICABLE, MY SPOUSE IS CURRENTLY UNEMPLOYED

<b>56. What is your total gross family income a month? (if you are not sure of the amount, please estimate). Please, tick <input checked="" type="checkbox"/> one option.</b>	(TICK ONE)	
	<input type="checkbox"/>	01- None
	<input type="checkbox"/>	02-Less than 30000 tenge
	<input type="checkbox"/>	03-30000-49999 tenge
	<input type="checkbox"/>	04-50000-69999 tenge
	<input type="checkbox"/>	05-70000-89999 tenge
	<input type="checkbox"/>	06-90000-119999 tenge
	<input type="checkbox"/>	07-120000-149999 tenge
	<input type="checkbox"/>	08-15000-169999 tenge
	<input type="checkbox"/>	09-170000-199999 tenge
	<input type="checkbox"/>	10-200000-249999 tenge
	<input type="checkbox"/>	11-More than 250000 tenge
	<input type="checkbox"/>	12-I would rather not to answer this question.

**Thank you for your time!**

**Please look through the questionnaire to make sure you did not accidentally miss any questions.**

**Please return the questionnaire in the sealed envelope.**

**Сауалнама «Ата-аналардың балаларды тәрбиелеу мен оқытуға жұмылдырылуы»**

Құрметті ата-аналар,

«Ата-аналардың Қазақстанның бастауыш мектептеріндегі балаларды тәрбиелеу мен оқытуға жұмылдырылуы: ерекшеліктері, факторлары және академиялық үлгерімге әсері» зерттеуіне қатысуға келісім бергеніңіз үшін Сізге рахмет. Бұл жұмыстың мақсаты – Қазақстандағы ата-аналармен жұмыс практикасы саласында жиі қолданылатын негізгі үрдістерді анықтау, сондай-ақ олардың бастауыш мектеп оқушыларының академиялық үлгеріміне ықпалын зерттеу. Сауалнама 56 сұрақтан тұрады. Сауалнаманы толтыру үшін Сіздің 30 минутқа жуық уақытыңыз қажет.

Зерттеуге қатысу анонимді. Өз есіміңізді, жұбайыңыздың немесе балаңыздың есімін көрсетпеуіңізді сұраймыз. Сауалнаманы желімделген конвертпен тапсыруыңызды өтінеміз.

**1 бөлім –«ата-аналарды жұмылдыру» терминінің ұғымы**

Төменде көрсетілген әрекеттер ата-аналардың балаларды оқыту мен тәрбиелеу ісіне жұмылдырылуы екендігіне Сіз қаншалықты келісесіз? Өтінеміз, бір жауап нұсқасын таңдаңыз .

01.	<b>Баламен оның қызығушылықтарын талқылау</b>	01- Мүлде келіспеймін <input type="checkbox"/>	02- Жартылай келіспеймін <input type="checkbox"/>	03- Негізінен келіспеймін <input type="checkbox"/>	04- Негізінен келісемін <input type="checkbox"/>	05- Жартылай келісемін <input type="checkbox"/>	06- Толық келісемін <input type="checkbox"/>
02.	<b>Ата-аналар жиналысына қатысу</b>	01- Мүлде келіспеймін <input type="checkbox"/>	02- Жартылай келіспеймін <input type="checkbox"/>	03- Негізінен келіспеймін <input type="checkbox"/>	04- Негізінен келісемін <input type="checkbox"/>	05- Жартылай келісемін <input type="checkbox"/>	06- Толық келісемін <input type="checkbox"/>
03.	<b>Мектеп ұйымдастырған сапарлар мен шаралар кезінде баланың қасында болу</b>	01- Мүлде келіспеймін <input type="checkbox"/>	02- Жартылай келіспеймін <input type="checkbox"/>	03- Негізінен келіспеймін <input type="checkbox"/>	04- Негізінен келісемін <input type="checkbox"/>	05- Жартылай келісемін <input type="checkbox"/>	06- Толық келісемін <input type="checkbox"/>

04.	<b>Үй тапсырмаларын орындау барысында балаға көмектесу</b>	01- Мүлде келіспеймін <input type="checkbox"/>	02- Жартылай келіспеймін <input type="checkbox"/>	03- Негізінен келіспеймін <input type="checkbox"/>	04- Негізінен келісемін <input type="checkbox"/>	05- Жартылай келісемін <input type="checkbox"/>	06- Толық келісемін <input type="checkbox"/>
05.	<b>Мектептің қамқоршылық кеңесінің жұмысына қатысу арқылы мектепті басқару мен дамытуға қатысты өз көзқарасын, пікірін білдіру</b>	01- Мүлде келіспеймін <input type="checkbox"/>	02- Жартылай келіспеймін <input type="checkbox"/>	03- Негізінен келіспеймін <input type="checkbox"/>	04- Негізінен келісемін <input type="checkbox"/>	05- Жартылай келісемін <input type="checkbox"/>	06- Толық келісемін <input type="checkbox"/>
06.	<b>Балаңыздың достарының ата-аналарымен қарым-қатынас орнату</b>	01- Мүлде келіспеймін <input type="checkbox"/>	02- Жартылай келіспеймін <input type="checkbox"/>	03- Негізінен келіспеймін <input type="checkbox"/>	04- Негізінен келісемін <input type="checkbox"/>	05- Жартылай келісемін <input type="checkbox"/>	06- Толық келісемін <input type="checkbox"/>
07.	<b>Бос уақытты баламен бірге өткізу (ойындар, кітап оқу, тағам әзірлеу, дүкенге бару және т.б.)</b>	01- Мүлде келіспеймін <input type="checkbox"/>	02- Жартылай келіспеймін <input type="checkbox"/>	03- Негізінен келіспеймін <input type="checkbox"/>	04- Негізінен келісемін <input type="checkbox"/>	05- Жартылай келісемін <input type="checkbox"/>	06- Толық келісемін <input type="checkbox"/>
08.	<b>Мұғаліммен/мұғалімдермен баланың үлгерімі мен оның жетістіктерін талқылау</b>	01- Мүлде келіспеймін <input type="checkbox"/>	02- Жартылай келіспеймін <input type="checkbox"/>	03- Негізінен келіспеймін <input type="checkbox"/>	04- Негізінен келісемін <input type="checkbox"/>	05- Жартылай келісемін <input type="checkbox"/>	06- Толық келісемін <input type="checkbox"/>
09.	<b>Мектеп шараларына өз еркімен қатысу</b>	01- Мүлде келіспеймін <input type="checkbox"/>	02- Жартылай келіспеймін <input type="checkbox"/>	03- Негізінен келіспеймін <input type="checkbox"/>	04- Негізінен келісемін <input type="checkbox"/>	05- Жартылай келісемін <input type="checkbox"/>	06- Толық келісемін <input type="checkbox"/>
10.	<b>Баланың репетитордан сабақ алуы және/немесе шығармашылық немесе спорттық дағдыларын дамыту үйірмелеріне қатысуы (вокал, би, сурет салу, және т.б.)</b>	01- Мүлде келіспеймін <input type="checkbox"/>	02- Жартылай келіспеймін <input type="checkbox"/>	03- Негізінен келіспеймін <input type="checkbox"/>	04- Негізінен келісемін <input type="checkbox"/>	05- Жартылай келісемін <input type="checkbox"/>	06- Толық келісемін <input type="checkbox"/>

11.	<b>Мектептің қамқоршылық кеңесінің кездесулеріне қатысу</b>	01- Мүлде келіспеймін <input type="checkbox"/>	02- Жартылай келіспеймін <input type="checkbox"/>	03- Негізінен келіспеймін <input type="checkbox"/>	04- Негізінен келісемін <input type="checkbox"/>	05- Жартылай келісемін <input type="checkbox"/>	06- Толық келісемін <input type="checkbox"/>
12.	<b>Баламен бірге мұражайларға бару</b>	01- Мүлде келіспеймін <input type="checkbox"/>	02- Жартылай келіспеймін <input type="checkbox"/>	03- Негізінен келіспеймін <input type="checkbox"/>	04- Негізінен келісемін <input type="checkbox"/>	05- Жартылай келісемін <input type="checkbox"/>	06- Толық келісемін <input type="checkbox"/>
13.	<b>Дамытатын ойыншықтарды, кітаптарды немесе басқа да баспа басылымдарын сатып алу</b>	01- Мүлде келіспеймін <input type="checkbox"/>	02- Жартылай келіспеймін <input type="checkbox"/>	03- Негізінен келіспеймін <input type="checkbox"/>	04- Негізінен келісемін <input type="checkbox"/>	05- Жартылай келісемін <input type="checkbox"/>	06- Толық келісемін <input type="checkbox"/>
14.	<b>Қоңырау шалу немесе басқа байланыс құралдарын пайдалану (WhatsApp, SMS хабарлама, электронды пошта) арқылы мұғалімнен бала туралы ақпараттар алу</b>	01- Мүлде келіспеймін <input type="checkbox"/>	02- Жартылай келіспеймін <input type="checkbox"/>	03- Негізінен келіспеймін <input type="checkbox"/>	04- Негізінен келісемін <input type="checkbox"/>	05- Жартылай келісемін <input type="checkbox"/>	06- Толық келісемін <input type="checkbox"/>
15.	<b>Мектепте өткізілетін іс-шараларды, концерттерді, спорттық ойындарды, және т.б. тамашалау</b>	01- Мүлде келіспеймін <input type="checkbox"/>	02- Жартылай келіспеймін <input type="checkbox"/>	03- Негізінен келіспеймін <input type="checkbox"/>	04- Негізінен келісемін <input type="checkbox"/>	05- Жартылай келісемін <input type="checkbox"/>	06- Толық келісемін <input type="checkbox"/>
16.	<b>Баламен оның мектепте өткен күнін талқылау</b>	01- Мүлде келіспеймін <input type="checkbox"/>	02- Жартылай келіспеймін <input type="checkbox"/>	03- Негізінен келіспеймін <input type="checkbox"/>	04- Негізінен келісемін <input type="checkbox"/>	05- Жартылай келісемін <input type="checkbox"/>	06- Толық келісемін <input type="checkbox"/>
17.	<b>Мектептің қамқоршылық кеңесінің ұйымдастыруымен өткізілетін шараларға қатысу</b>	01- Мүлде келіспеймін <input type="checkbox"/>	02- Жартылай келіспеймін <input type="checkbox"/>	03- Негізінен келіспеймін <input type="checkbox"/>	04- Негізінен келісемін <input type="checkbox"/>	05- Жартылай келісемін <input type="checkbox"/>	06- Толық келісемін <input type="checkbox"/>



18.	<b>Баламен бірге театрға/кинотеатрға бару</b>	01- Мүлде келіспеймін <input type="checkbox"/>	02- Жартылай келіспеймін <input type="checkbox"/>	03- Негізінен келіспеймін <input type="checkbox"/>	04- Негізінен келісемін <input type="checkbox"/>	05- Жартылай келісемін <input type="checkbox"/>	06- Толық келісемін <input type="checkbox"/>
-----	---	---	--	---	---	--	---

## 2 бөлім – Жұмылдырудың көрініс беруі

Сіз және Сіздің отбасы мүшелеріңіз төменде көрсетілген әрекеттерге қаншалықты жұмылдырылады. Өтінеміз, бір жауап нұсқасын таңдаңыз .

19.	<b>Баламен оның қызығушылықтарын талқылау</b>	01- Ешқашан <input type="checkbox"/>	02- Өте сирек <input type="checkbox"/>	03- Сирек <input type="checkbox"/>	04- Кейде <input type="checkbox"/>	05- Жиі <input type="checkbox"/>	06- Көбінде <input type="checkbox"/>
20.	<b>Ата-аналар жиналысына қатысу</b>	01- Ешқашан <input type="checkbox"/>	02- Өте сирек <input type="checkbox"/>	03- Сирек <input type="checkbox"/>	04- Кейде <input type="checkbox"/>	05- Жиі <input type="checkbox"/>	06- Көбінде <input type="checkbox"/>
21.	<b>Мектеп ұйымдастырған сапарлар мен шаралар кезінде баланың қасында болу</b>	01- Ешқашан <input type="checkbox"/>	02- Өте сирек <input type="checkbox"/>	03- Сирек <input type="checkbox"/>	04- Кейде <input type="checkbox"/>	05- Жиі <input type="checkbox"/>	06- Көбінде <input type="checkbox"/>
22.	<b>Үй тапсырмаларын орындау барысында балаға көмектесу</b>	01- Ешқашан <input type="checkbox"/>	02- Өте сирек <input type="checkbox"/>	03- Сирек <input type="checkbox"/>	04- Кейде <input type="checkbox"/>	05- Жиі <input type="checkbox"/>	06- Көбінде <input type="checkbox"/>
23.	<b>Мектептің қамқоршылық кеңесінің жұмысына қатысу арқылы мектепті басқару мен дамытуға қатысты өз көзқарасын, пікірін білдіру</b>	01- Ешқашан <input type="checkbox"/>	02- Өте сирек <input type="checkbox"/>	03- Сирек <input type="checkbox"/>	04- Кейде <input type="checkbox"/>	05- Жиі <input type="checkbox"/>	06- Көбінде <input type="checkbox"/>
24.	<b>Балаңыздың достарының ата-аналарымен қарым-қатынас орнату</b>	01- Ешқашан <input type="checkbox"/>	02- Өте сирек <input type="checkbox"/>	03- Сирек <input type="checkbox"/>	04- Кейде <input type="checkbox"/>	05- Жиі <input type="checkbox"/>	06- Көбінде <input type="checkbox"/>

25.	<b>Бос уақытты баламен бірге өткізу (ойындар, кітап оқу, тағам әзірлеу, дүкенге бару және т.б.)</b>	01- Ешқашан <input type="checkbox"/>	02- Өте сирек <input type="checkbox"/>	03- Сирек <input type="checkbox"/>	04- Кейде <input type="checkbox"/>	05- Жиі <input type="checkbox"/>	06- Көбінде <input type="checkbox"/>
26.	<b>Мұғаліммен/мұғалімдермен баланың үлгерімі мен оның жетістіктерін талқылау</b>	01- Ешқашан <input type="checkbox"/>	02- Өте сирек <input type="checkbox"/>	03- Сирек <input type="checkbox"/>	04- Кейде <input type="checkbox"/>	05- Жиі <input type="checkbox"/>	06- Көбінде <input type="checkbox"/>
27.	<b>Мектеп шараларына өз еркімен қатысу</b>	01- Ешқашан <input type="checkbox"/>	02- Өте сирек <input type="checkbox"/>	03- Сирек <input type="checkbox"/>	04- Кейде <input type="checkbox"/>	05- Жиі <input type="checkbox"/>	06- Көбінде <input type="checkbox"/>
28.	<b>Баланың репетитордан сабақ алуы және/немесе шығармашылық немесе спорттық дағдыларын дамыту үйірмелеріне қатысуы (вокал, би, сурет салу, және т.б.)</b>	01- Ешқашан <input type="checkbox"/>	02- Өте сирек <input type="checkbox"/>	03- Сирек <input type="checkbox"/>	04- Кейде <input type="checkbox"/>	05- Жиі <input type="checkbox"/>	06- Көбінде <input type="checkbox"/>
29.	<b>Мектептің қамқоршылық кеңесінің кездесулеріне қатысу</b>	01- Ешқашан <input type="checkbox"/>	02- Өте сирек <input type="checkbox"/>	03- Сирек <input type="checkbox"/>	04- Кейде <input type="checkbox"/>	05- Жиі <input type="checkbox"/>	06- Көбінде <input type="checkbox"/>
30.	<b>Баламен бірге мұражайларға бару</b>	01- Ешқашан <input type="checkbox"/>	02- Өте сирек <input type="checkbox"/>	03- Сирек <input type="checkbox"/>	04- Кейде <input type="checkbox"/>	05- Жиі <input type="checkbox"/>	06- Көбінде <input type="checkbox"/>
31.	<b>Дамытатын ойыншықтарды, кітаптарды немесе басқа да баспа басылымдарын сатып алу</b>	01- Ешқашан <input type="checkbox"/>	02- Өте сирек <input type="checkbox"/>	03- Сирек <input type="checkbox"/>	04- Кейде <input type="checkbox"/>	05- Жиі <input type="checkbox"/>	06- Көбінде <input type="checkbox"/>
32.	<b>Қоңырау шалу немесе басқа байланыс құралдарын пайдалану (WhatsApp, SMS хабарлама, электронды пошта) арқылы мұғалімнен бала туралы ақпараттар алу</b>	01- Ешқашан <input type="checkbox"/>	02- Өте сирек <input type="checkbox"/>	03- Сирек <input type="checkbox"/>	04- Кейде <input type="checkbox"/>	05- Жиі <input type="checkbox"/>	06- Көбінде <input type="checkbox"/>

33.	Мектепте өткізілетін іс-шараларды, концерттерді, спорттық ойындарды, және т.б. тамашалау	01- Ешқашан <input type="checkbox"/>	02- Өте сирек <input type="checkbox"/>	03- Сирек <input type="checkbox"/>	04- Кейде <input type="checkbox"/>	05- Жиі <input type="checkbox"/>	06- Көбінде <input type="checkbox"/>
34.	Баламен оның мектепте өткен күнін талқылау	01- Ешқашан <input type="checkbox"/>	02- Өте сирек <input type="checkbox"/>	03- Сирек <input type="checkbox"/>	04- Кейде <input type="checkbox"/>	05- Жиі <input type="checkbox"/>	06- Көбінде <input type="checkbox"/>
35.	Мектептің қамқоршылық кеңесінің ұйымдастыруымен өткізілетін шараларға қатысу	01- Ешқашан <input type="checkbox"/>	02- Өте сирек <input type="checkbox"/>	03- Сирек <input type="checkbox"/>	04- Кейде <input type="checkbox"/>	05- Жиі <input type="checkbox"/>	06- Көбінде <input type="checkbox"/>
36.	Баламен бірге театрға/кинотеатрға бару	01- Ешқашан <input type="checkbox"/>	02- Өте сирек <input type="checkbox"/>	03- Сирек <input type="checkbox"/>	04- Кейде <input type="checkbox"/>	05- Жиі <input type="checkbox"/>	06- Көбінде <input type="checkbox"/>

### 3 бөлім – Сіздің балаңыз және оның үлгерімі туралы ақпарат

37.	Балаңыздың жынысын белгілеңіз. Өтінеміз, бір жауап нұсқасын таңдаңыз <input checked="" type="checkbox"/> .	Ер <input type="checkbox"/>				Әйел <input type="checkbox"/>			
38.	Сіздің балаңыз неше жаста? Өтінеміз, бір жауап нұсқасын таңдаңыз <input checked="" type="checkbox"/> .	5 жастан кіші <input type="checkbox"/>	5 жас <input type="checkbox"/>	6 жас <input type="checkbox"/>	7 жас <input type="checkbox"/>	8 жас <input type="checkbox"/>	9 жас <input type="checkbox"/>	10 жас <input type="checkbox"/>	10 жастан үлкен+ <input type="checkbox"/>
39.	Сіздің балаңыз нешінші сыныпта оқиды? Өтінеміз, бір жауап нұсқасын таңдаңыз <input checked="" type="checkbox"/> .	01. 1-сынып <input type="checkbox"/>				02. 4-сынып <input type="checkbox"/>			
40.	Сіздің балаңыз білім алатын тілді белгілеңіз. Өтінеміз, бір жауап нұсқасын таңдаңыз <input checked="" type="checkbox"/> .	01. Қазақ <input type="checkbox"/>				02. Орыс <input type="checkbox"/>			
41.	Сіздің балаңыз баратын мектеп түрі қандай? Өтінеміз, бір жауап нұсқасын таңдаңыз <input checked="" type="checkbox"/> .	01. Орта мектеп <input type="checkbox"/>				02. Гимназия/лицей <input type="checkbox"/>			

42.	<b>Сіздің балаңыздың жалпы оқу үлгеріміне баға беріңіз.</b> Өтінеміз, бір жауап нұсқасын таңдаңыз <input checked="" type="checkbox"/> .	01- үлгерімі төмен <input type="checkbox"/>	02- үлгерімі ортадан төмен <input type="checkbox"/>	03- үлгерімі орташа <input type="checkbox"/>	04- үлгерімі жақсы <input type="checkbox"/>	05- үлгерімі өте жақсы, үздік <input type="checkbox"/>	
43.	<b>Балаңыздың математикадан үлгеріміне баға беріңіз.</b> Өтінеміз, бір жауап нұсқасын таңдаңыз <input checked="" type="checkbox"/> .	01- үлгерімі төмен <input type="checkbox"/>	02- үлгерімі ортадан төмен <input type="checkbox"/>	03- үлгерімі орташа <input type="checkbox"/>	04- үлгерімі жақсы <input type="checkbox"/>	05- үлгерімі өте жақсы, үздік <input type="checkbox"/>	
44.	<b>Балаңыздың әдебиеттен (әдебиеттік оқудан) үлгеріміне баға беріңіз.</b> Өтінеміз, бір жауап нұсқасын таңдаңыз <input checked="" type="checkbox"/> .	01- үлгерімі төмен <input type="checkbox"/>	02- үлгерімі ортадан төмен <input type="checkbox"/>	03- үлгерімі орташа <input type="checkbox"/>	04- үлгерімі жақсы <input type="checkbox"/>	05- үлгерімі өте жақсы, үздік <input type="checkbox"/>	
45.	<b>Балаңыз қанағаттанарлықсыз тәртібі үшін ескертулерді қаншалықты жиі алады?</b> Өтінеміз, бір жауап нұсқасын таңдаңыз <input checked="" type="checkbox"/> .	01- Ешқашан <input type="checkbox"/>	02- Өте сирек <input type="checkbox"/>	03- Сирек <input type="checkbox"/>	04- Кейде <input type="checkbox"/>	05- Жиі <input type="checkbox"/>	06- Өте жиі <input type="checkbox"/>

#### 4 бөлім – отбасы туралы ақпарат

46.	<b>Қазіргі кездегі өзіңіздің отбасы жағдайыңызды белгілеп көрсетіңіз.</b> Өтінеміз, бір жауап нұсқасын таңдаңыз <input checked="" type="checkbox"/> .	<input type="checkbox"/> 01 - тұрмыс құрмаған, ешқашан үйленбеген/тұрмысқа шықпаған				
		<input type="checkbox"/> 02 - үйленген/ тұрмысқа шыққан				
		<input type="checkbox"/> 03 - ажырасқан/ бірге тұрмаймыз				
		<input type="checkbox"/> 04 - жесір				
		<input type="checkbox"/> 05 - үйленбеген/тұрмысқа шықпаған, некесіз бірге тұрамыз				
47.	<b>Өз жасыңызды көрсетіңіз?</b> Өтінеміз, бір жауап нұсқасын таңдаңыз <input checked="" type="checkbox"/> .	01. 20-29 жас <input type="checkbox"/>	02. 30-39 жас <input type="checkbox"/>	03. 40-49 жас <input type="checkbox"/>	50-ден жоғары <input type="checkbox"/>	
48.	<b>Сіздің балаға туыстығыңыз қандай?</b> Өтінеміз, бір жауап нұсқасын таңдаңыз <input checked="" type="checkbox"/> .	01. анасы <input type="checkbox"/>		02. әкесі <input type="checkbox"/>		03. басқа <input type="checkbox"/>
49.	<b>Сіздің басқа балаларыңыз бар ма?</b>	01. ия			02. жоқ	

Өтінеміз, бір жауап нұсқасын таңдаңыз <input checked="" type="checkbox"/> .	<input type="checkbox"/>	<input type="checkbox"/>
---	--------------------------	--------------------------

50.	<b>Сіздің осы сауалнаманы әкелген баладан ересек балаларыңыз бар ма?</b> Өтінеміз, бір жауап нұсқасын таңдаңыз <input checked="" type="checkbox"/> .	03. ия <input type="checkbox"/>	04. жоқ <input type="checkbox"/>	05. менің тек бір ғана балам бар <input type="checkbox"/>
51.	<b>Сіздің осы сауалнаманы әкелген баладан жасы кіші балаларыңыз бар ма?</b> Өтінеміз, бір жауап нұсқасын таңдаңыз <input checked="" type="checkbox"/> .	01. ия <input type="checkbox"/>	02. жоқ <input type="checkbox"/>	03. менің тек бір ғана балам бар <input type="checkbox"/>

**52. Егер Сіздің бірнеше балаңыз болса, олардың жыныстары мен жастарын белгілеп көрсетуіңізді сұраймыз. Тиісті жауап нұсқасын белгілеңіз  немесе қоршаңыз . Өтінеміз, сауалнаманы әкелген баланы төмендегі кестеде белгілемеңіз. Егер Сіздің тек бір ғана балаңыз болса, кестеден кейінгі сөйлемге  белгісін қойыңыз.**

Бала 1	<b>жынысы:</b>	ұл <input type="checkbox"/>	қыз <input type="checkbox"/>	<b>жасы:</b>	1 жастан кіші, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 15 жастан үлкен
Бала 2	<b>жынысы:</b>	ұл <input type="checkbox"/>	қыз <input type="checkbox"/>	<b>жасы:</b>	1 жастан кіші, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 15 жастан үлкен
Бала 3	<b>жынысы:</b>	ұл <input type="checkbox"/>	қыз <input type="checkbox"/>	<b>жасы:</b>	1 жастан кіші, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 15 жастан үлкен
Бала 4	<b>жынысы:</b>	ұл <input type="checkbox"/>	қыз <input type="checkbox"/>	<b>жасы:</b>	1 жастан кіші, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 15 жастан үлкен
Бала 5	<b>жынысы:</b>	ұл <input type="checkbox"/>	қыз <input type="checkbox"/>	<b>жасы:</b>	1 жастан кіші, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 15 жастан үлкен

МЕНІҢ ТЕК БІР ҒАНА БАЛАМ БАР

### 5 бөлім – отбасының әлеуметтік және экономикалық жағдайы туралы ақпарат

**53. Сіздің және Сіздің жұбайыңыздың білім деңгейін көрсетіңіз. Әр бағаннан тек бір ғана жауап нұсқасын таңдаңыз .**

	СІЗ	СІЗДІҢ ЖҰБАЙЫҢЫЗ
Негізгі орта білім, тоғыз сынып бітірмеген	01 <input type="checkbox"/>	01 <input type="checkbox"/>
Орта-техникалық (колледж)	02 <input type="checkbox"/>	02 <input type="checkbox"/>
Аяқталған жоғары білім	03 <input type="checkbox"/>	03 <input type="checkbox"/>
Аяқталмаған жоғары білім	04 <input type="checkbox"/>	04 <input type="checkbox"/>
Магистр дәрежесі немесе эквиваленті	05 <input type="checkbox"/>	05 <input type="checkbox"/>
Доктор дәрежесі немесе эквиваленті	06 <input type="checkbox"/>	06 <input type="checkbox"/>

**54. Қай тұжырым Сізге және Сіздің жұбайыңызға анағұрлым үйлеседі? Әр бағаннан тек бір ғана жауап нұсқасын таңдаңыз .**

	СІЗ	СІЗДІҢ ЖҰБАЙЫҢЫЗ
Мен жұмыс істеймін.	01 <input type="checkbox"/>	01 <input type="checkbox"/>
Мен жұмыс істемеймін.	02 <input type="checkbox"/>	02 <input type="checkbox"/>
Мен зейнеткермін.	03 <input type="checkbox"/>	03 <input type="checkbox"/>
Мен декреттік демалыстамын.	04 <input type="checkbox"/>	04 <input type="checkbox"/>
Мен үй шаруасындағы әйелмін.	05 <input type="checkbox"/>	05 <input type="checkbox"/>
Мен мүгедекпін.	06 <input type="checkbox"/>	06 <input type="checkbox"/>
Басқа	07 <input type="checkbox"/>	07 <input type="checkbox"/>

**55. Өткен айда Сізде және Сіздің жұбайыңызда қандай жұмыс кестесі болды? Әр бағаннан тек бір ғана жауап нұсқасын таңдаңыз .**

	СІЗ	СІЗДІҢ ЖҰБАЙЫҢЫЗ
Толық жұмыс күні (күніне 8 сағат және одан да артық)	01 <input type="checkbox"/>	01 <input type="checkbox"/>
Жартылай жұмыспен қамтылған	02 <input type="checkbox"/>	02 <input type="checkbox"/>
Ауысыммен (мысалы, 2-2, 1-3, 15-15)	03 <input type="checkbox"/>	03 <input type="checkbox"/>

МЕН ҚАЗІР ЖҰМЫС ІСТЕМЕЙМІН

МЕНІҢ ЖҰБАЙЫМ ҚАЗІР ЖҰМЫС ІСТЕМЕЙДІ

56.	<b>Өтінеміз, Сіздің отбасыңыздың ай сайынғы кірісін көрсетіңіз (егер Сіз жауабыңызға сенімді болмасаңыз, анағұрлым жақын нұсқасын таңдаңыз)</b>	БІР жауап нұсқасын таңдаңыз	
		<input type="checkbox"/>	01 - табыс көзі жоқ
		<input type="checkbox"/>	02 - 30000 теңгеден аз
		<input type="checkbox"/>	03 - 30000-49999 теңге
		<input type="checkbox"/>	04 - 50000-69999 теңге
		<input type="checkbox"/>	05 - 70000-89999 теңге
		<input type="checkbox"/>	06 - 90000-119999 теңге
		<input type="checkbox"/>	07 - 120000-149999 теңге
		<input type="checkbox"/>	08 - 150000-169999 теңге
		<input type="checkbox"/>	09 - 170000-199999 теңге
		<input type="checkbox"/>	10 - 200000-249999 теңге
		<input type="checkbox"/>	11 - 250000 теңгеден көп
		<input type="checkbox"/>	12 - мен бұл сұраққа жауап бергім келмейді

**Сауалнамаға қатысқаныңыз үшін рақмет!**

**Өтінеміз, сауалнаманы тағы бір рет қарап шығыңыз. Өзіңіздің барлық сұрақтарға жауап бергеніңізге көз жеткізіңіз.**

**Сауалнаманы желімделген конвертте тапсыруыңызды өтінеміз.**

**ОПРОСНИК «ВОВЛЕЧЕННОСТЬ РОДИТЕЛЕЙ»**

Уважаемый родитель,

Спасибо, что Вы согласились принять участие исследовании «Вовлеченность родителей в обучение и воспитание детей в начальных школах Казахстана: особенности, факторы и влияние на академическую успеваемость». Целью данной работы является выявление основных тенденций в сфере родительских практик часто применяемых в Казахстане, а также изучения их влияния на академическую успеваемость учащихся начальной школы.

Анкета состоит из 56 вопросов и требует около 30 минут вашего времени на ее заполнение.

Участие в исследовании анонимное. Пожалуйста, не указывайте ваше имя, имя вашего(ей) супруга(и) или имя вашего ребенка.

Пожалуйста, верните анкету в запечатанном конверте.

**Раздел 1 – Понимание термина «вовлеченность родителей»**

Насколько вы согласны, что перечисленные ниже виды деятельности являются проявлением вовлеченности родителей в обучение и воспитание детей? Пожалуйста, выберите  один вариант ответа.

01.	<b>Обсуждение с ребенком его интересов и увлечений</b>	01- Категорически не согласен <input type="checkbox"/>	02- Частично не согласен <input type="checkbox"/>	03- Скорее не согласен <input type="checkbox"/>	04- Скорее согласен <input type="checkbox"/>	05- Частично согласен <input type="checkbox"/>	06- Абсолютно согласен <input type="checkbox"/>
02.	<b>Посещение родительских собраний</b>	01- Категорически не согласен <input type="checkbox"/>	02- Частично не согласен <input type="checkbox"/>	03- Скорее не согласен <input type="checkbox"/>	04- Скорее согласен <input type="checkbox"/>	05- Частично согласен <input type="checkbox"/>	06- Абсолютно согласен <input type="checkbox"/>
03.	<b>Сопровождение ребенка во время походов и выездных мероприятий, организованных школой</b>	01- Категорически не согласен <input type="checkbox"/>	02- Частично не согласен <input type="checkbox"/>	03- Скорее не согласен <input type="checkbox"/>	04- Скорее согласен <input type="checkbox"/>	05- Частично согласен <input type="checkbox"/>	06- Абсолютно согласен <input type="checkbox"/>
04.	<b>Помощь ребенку при выполнении домашних заданий</b>	01- Категорически не согласен <input type="checkbox"/>	02- Частично не согласен <input type="checkbox"/>	03- Скорее не согласен <input type="checkbox"/>	04- Скорее согласен <input type="checkbox"/>	05- Частично согласен <input type="checkbox"/>	06- Абсолютно согласен <input type="checkbox"/>



05.	<b>Выражение своего видения относительно управления и развития школы через участие в работе школьного попечительского совета</b>	01- Категорически не согласен <input type="checkbox"/>	02- Частично не согласен <input type="checkbox"/>	03- Скорее не согласен <input type="checkbox"/>	04- Скорее согласен <input type="checkbox"/>	05- Частично согласен <input type="checkbox"/>	06- Абсолютно согласен <input type="checkbox"/>
06.	<b>Общение с родителями друзей вашего ребенка</b>	01- Категорически не согласен <input type="checkbox"/>	02- Частично не согласен <input type="checkbox"/>	03- Скорее не согласен <input type="checkbox"/>	04- Скорее согласен <input type="checkbox"/>	05- Частично согласен <input type="checkbox"/>	06- Абсолютно согласен <input type="checkbox"/>
07.	<b>Совместное времяпровождение с ребенком (игры, чтение книг, приготовление пищи, походы по магазинам, и т.д.)</b>	01- Категорически не согласен <input type="checkbox"/>	02- Частично не согласен <input type="checkbox"/>	03- Скорее не согласен <input type="checkbox"/>	04- Скорее согласен <input type="checkbox"/>	05- Частично согласен <input type="checkbox"/>	06- Абсолютно согласен <input type="checkbox"/>
08.	<b>Обсуждение с учителем/учителями успеваемости ребенка и его достижений</b>	01- Категорически не согласен <input type="checkbox"/>	02- Частично не согласен <input type="checkbox"/>	03- Скорее не согласен <input type="checkbox"/>	04- Скорее согласен <input type="checkbox"/>	05- Частично согласен <input type="checkbox"/>	06- Абсолютно согласен <input type="checkbox"/>
09.	<b>Добровольное участие в школьных мероприятиях</b>	01- Категорически не согласен <input type="checkbox"/>	02- Частично не согласен <input type="checkbox"/>	03- Скорее не согласен <input type="checkbox"/>	04- Скорее согласен <input type="checkbox"/>	05- Частично согласен <input type="checkbox"/>	06- Абсолютно согласен <input type="checkbox"/>
10.	<b>Занятия с репетитором и/или посещение кружков по развитию творческих или спортивных навыков ребенка (пение, танцы, рисование, и т.д.)</b>	01- Категорически не согласен <input type="checkbox"/>	02- Частично не согласен <input type="checkbox"/>	03- Скорее не согласен <input type="checkbox"/>	04- Скорее согласен <input type="checkbox"/>	05- Частично согласен <input type="checkbox"/>	06- Абсолютно согласен <input type="checkbox"/>
11.	<b>Посещение встреч школьного попечительского совета</b>	01- Категорически не согласен <input type="checkbox"/>	02- Частично не согласен <input type="checkbox"/>	03- Скорее не согласен <input type="checkbox"/>	04- Скорее согласен <input type="checkbox"/>	05- Частично согласен <input type="checkbox"/>	06- Абсолютно согласен <input type="checkbox"/>

12.	<b>Посещение музеев вместе с ребенком</b>	01- Категорически не согласен <input type="checkbox"/>	02- Частично не согласен <input type="checkbox"/>	03- Скорее не согласен <input type="checkbox"/>	04- Скорее согласен <input type="checkbox"/>	05- Частично согласен <input type="checkbox"/>	06- Абсолютно согласен <input type="checkbox"/>
13.	<b>Покупка развивающих игрушек, книг или других печатных изданий</b>	01- Категорически не согласен <input type="checkbox"/>	02- Частично не согласен <input type="checkbox"/>	03- Скорее не согласен <input type="checkbox"/>	04- Скорее согласен <input type="checkbox"/>	05- Частично согласен <input type="checkbox"/>	06- Абсолютно согласен <input type="checkbox"/>
14.	<b>Получение информации о ребенке от учителя посредством телефонных звонков или других средств связи (Whatsapp, SMS, электронная почта)</b>	01- Категорически не согласен <input type="checkbox"/>	02- Частично не согласен <input type="checkbox"/>	03- Скорее не согласен <input type="checkbox"/>	04- Скорее согласен <input type="checkbox"/>	05- Частично согласен <input type="checkbox"/>	06- Абсолютно согласен <input type="checkbox"/>
15.	<b>Посещение школьных мероприятий, концертов, спортивных игр, и т.д.</b>	01- Категорически не согласен <input type="checkbox"/>	02- Частично не согласен <input type="checkbox"/>	03- Скорее не согласен <input type="checkbox"/>	04- Скорее согласен <input type="checkbox"/>	05- Частично согласен <input type="checkbox"/>	06- Абсолютно согласен <input type="checkbox"/>
16.	<b>Обсуждение с ребенком его школьного дня</b>	01- Категорически не согласен <input type="checkbox"/>	02- Частично не согласен <input type="checkbox"/>	03- Скорее не согласен <input type="checkbox"/>	04- Скорее согласен <input type="checkbox"/>	05- Частично согласен <input type="checkbox"/>	06- Абсолютно согласен <input type="checkbox"/>
17.	<b>Участие в мероприятиях школьного попечительского совета</b>	01- Категорически не согласен <input type="checkbox"/>	02- Частично не согласен <input type="checkbox"/>	03- Скорее не согласен <input type="checkbox"/>	04- Скорее согласен <input type="checkbox"/>	05- Частично согласен <input type="checkbox"/>	06- Абсолютно согласен <input type="checkbox"/>
18.	<b>Посещение театра/кинотеатра вместе с ребенком</b>	01- Категорически не согласен <input type="checkbox"/>	02- Частично не согласен <input type="checkbox"/>	03- Скорее не согласен <input type="checkbox"/>	04- Скорее согласен <input type="checkbox"/>	05- Частично согласен <input type="checkbox"/>	06- Абсолютно согласен <input type="checkbox"/>

**Раздел 2 – Проявление вовлеченности**

Как часто Вы и члены Вашей семьи вовлечены в виды деятельности перечисленные ниже. Пожалуйста, выберите  один вариант ответа.

19.	<b>Обсуждение с ребенком его интересов и увлечений</b>	01- Никогда <input type="checkbox"/>	02- Очень редко <input type="checkbox"/>	03- Редко <input type="checkbox"/>	04- Иногда <input type="checkbox"/>	05- Часто <input type="checkbox"/>	06- Очень часто <input type="checkbox"/>
20.	<b>Посещение родительских собраний</b>	01- Никогда <input type="checkbox"/>	02- Очень редко <input type="checkbox"/>	03- Редко <input type="checkbox"/>	04- Иногда <input type="checkbox"/>	05- Часто <input type="checkbox"/>	06- Очень часто <input type="checkbox"/>
21.	<b>Сопровождение ребенка во время походов и выездных мероприятий, организованных школой</b>	01- Никогда <input type="checkbox"/>	02- Очень редко <input type="checkbox"/>	03- Редко <input type="checkbox"/>	04- Иногда <input type="checkbox"/>	05- Часто <input type="checkbox"/>	06- Очень часто <input type="checkbox"/>
22.	<b>Помощь ребенку при выполнении домашних заданий</b>	01- Никогда <input type="checkbox"/>	02- Очень редко <input type="checkbox"/>	03- Редко <input type="checkbox"/>	04- Иногда <input type="checkbox"/>	05- Часто <input type="checkbox"/>	06- Очень часто <input type="checkbox"/>
23.	<b>Выражение своего видения относительно управления и развития школы через участие в работе школьного попечительского совета</b>	01- Никогда <input type="checkbox"/>	02- Очень редко <input type="checkbox"/>	03- Редко <input type="checkbox"/>	04- Иногда <input type="checkbox"/>	05- Часто <input type="checkbox"/>	06- Очень часто <input type="checkbox"/>
24.	<b>Общение с родителями друзей вашего ребенка</b>	01- Никогда <input type="checkbox"/>	02- Очень редко <input type="checkbox"/>	03- Редко <input type="checkbox"/>	04- Иногда <input type="checkbox"/>	05- Часто <input type="checkbox"/>	06- Очень часто <input type="checkbox"/>
25.	<b>Совместное времяпровождение с ребенком (игры, чтение книг, приготовление пищи, походы по магазинам, и т.д.)</b>	01- Никогда <input type="checkbox"/>	02- Очень редко <input type="checkbox"/>	03- Редко <input type="checkbox"/>	04- Иногда <input type="checkbox"/>	05- Часто <input type="checkbox"/>	06- Очень часто <input type="checkbox"/>
26.	<b>Обсуждение с учителем/учителями успеваемости ребенка и его достижений</b>	01- Никогда <input type="checkbox"/>	02- Очень редко <input type="checkbox"/>	03- Редко <input type="checkbox"/>	04- Иногда <input type="checkbox"/>	05- Часто <input type="checkbox"/>	06- Очень часто <input type="checkbox"/>
27.	<b>Добровольное участие в школьных мероприятиях</b>	01- Никогда <input type="checkbox"/>	02- Очень редко <input type="checkbox"/>	03- Редко <input type="checkbox"/>	04- Иногда <input type="checkbox"/>	05- Часто <input type="checkbox"/>	06- Очень часто <input type="checkbox"/>

28.	<b>Занятия с репетитором и/или посещение кружков по развитию творческих или спортивных навыков ребенка (пение, танцы, рисование, и т.д.)</b>	01- Никогда <input type="checkbox"/>	02- Очень редко <input type="checkbox"/>	03- Редко <input type="checkbox"/>	04- Иногда <input type="checkbox"/>	05- Часто <input type="checkbox"/>	06- Очень часто <input type="checkbox"/>
29.	<b>Посещение встреч школьного попечительского совета</b>	01- Никогда <input type="checkbox"/>	02- Очень редко <input type="checkbox"/>	03- Редко <input type="checkbox"/>	04- Иногда <input type="checkbox"/>	05- Часто <input type="checkbox"/>	06- Очень часто <input type="checkbox"/>
30.	<b>Посещение музеев вместе с ребенком</b>	01- Никогда <input type="checkbox"/>	02- Очень редко <input type="checkbox"/>	03- Редко <input type="checkbox"/>	04- Иногда <input type="checkbox"/>	05- Часто <input type="checkbox"/>	06- Очень часто <input type="checkbox"/>
31.	<b>Покупка развивающих игрушек, книг или других печатных изданий</b>	01- Никогда <input type="checkbox"/>	02- Очень редко <input type="checkbox"/>	03- Редко <input type="checkbox"/>	04- Иногда <input type="checkbox"/>	05- Часто <input type="checkbox"/>	06- Очень часто <input type="checkbox"/>
32.	<b>Получение информации о ребенке от учителя посредством телефонных звонков или других средств связи (Whatsapp, SMS, электронная почта)</b>	01- Никогда <input type="checkbox"/>	02- Очень редко <input type="checkbox"/>	03- Редко <input type="checkbox"/>	04- Иногда <input type="checkbox"/>	05- Часто <input type="checkbox"/>	06- Очень часто <input type="checkbox"/>
33.	<b>Посещение школьных мероприятий, концертов, спортивных игр, и т.д.</b>	01- Никогда <input type="checkbox"/>	02- Очень редко <input type="checkbox"/>	03- Редко <input type="checkbox"/>	04- Иногда <input type="checkbox"/>	05- Часто <input type="checkbox"/>	06- Очень часто <input type="checkbox"/>
34.	<b>Обсуждение с ребенком его школьного дня</b>	01- Никогда <input type="checkbox"/>	02- Очень редко <input type="checkbox"/>	03- Редко <input type="checkbox"/>	04- Иногда <input type="checkbox"/>	05- Часто <input type="checkbox"/>	06- Очень часто <input type="checkbox"/>
35.	<b>Участие в мероприятиях школьного попечительского совета</b>	01- Никогда <input type="checkbox"/>	02- Очень редко <input type="checkbox"/>	03- Редко <input type="checkbox"/>	04- Иногда <input type="checkbox"/>	05- Часто <input type="checkbox"/>	06- Очень часто <input type="checkbox"/>
36.	<b>Посещение театра/кинотеатра вместе с ребенком</b>	01- Никогда <input type="checkbox"/>	02- Очень редко <input type="checkbox"/>	03- Редко <input type="checkbox"/>	04- Иногда <input type="checkbox"/>	05- Часто <input type="checkbox"/>	06- Очень часто <input type="checkbox"/>

## Раздел 3 – Информация о Вашем ребенке и его успеваемости

37.	<b>Укажите пол Вашего ребенка.</b> Пожалуйста, выберите <input checked="" type="checkbox"/> один вариант ответа.	01. Мужской <input type="checkbox"/>		02. Женский <input type="checkbox"/>					
38.	<b>Сколько лет Вашему ребенку?</b> Пожалуйста, выберите <input checked="" type="checkbox"/> один вариант ответа.	01. младше 5ти <input type="checkbox"/>	02. 5 лет <input type="checkbox"/>	03. 6 лет <input type="checkbox"/>	04. 7 лет <input type="checkbox"/>	05. 8 лет <input type="checkbox"/>	06. 9 лет <input type="checkbox"/>	07. 10 лет <input type="checkbox"/>	08. старше 10ти <input type="checkbox"/>
39.	<b>В каком классе учится Ваш ребенок</b> Пожалуйста, выберите <input checked="" type="checkbox"/> один вариант ответа.	01. 1 класс <input type="checkbox"/>		02. 4 класс <input type="checkbox"/>					
40.	<b>Укажите язык на котором обучается Ваш ребенок.</b> Пожалуйста, выберите <input checked="" type="checkbox"/> один вариант ответа.	01. Казахский <input type="checkbox"/>		02. Русский <input type="checkbox"/>					
41.	<b>What type of school does your child attend?</b> Пожалуйста, выберите <input checked="" type="checkbox"/> один вариант ответа.	01. Средняя школа <input type="checkbox"/>		02. Гимназия/лицей <input type="checkbox"/>					
42.	<b>Оцените общую успеваемость Вашего ребенка.</b> Пожалуйста, выберите <input checked="" type="checkbox"/> один вариант ответа.	01- слабая успеваемость <input type="checkbox"/>	02- успеваемость ниже средней <input type="checkbox"/>	03- средняя успеваемость <input type="checkbox"/>	04- хорошая успеваемость <input type="checkbox"/>	05- отличная успеваемость <input type="checkbox"/>			
43.	<b>Оцените успеваемость Вашего ребенка по математике.</b> Пожалуйста, выберите <input checked="" type="checkbox"/> один вариант ответа.	01- слабая успеваемость <input type="checkbox"/>	02- успеваемость ниже средней <input type="checkbox"/>	03- средняя успеваемость <input type="checkbox"/>	04- хорошая успеваемость <input type="checkbox"/>	05- отличная успеваемость <input type="checkbox"/>			
44.	<b>Оцените успеваемость Вашего ребенка по чтению (литературе)?</b> Пожалуйста, выберите <input checked="" type="checkbox"/> один вариант ответа.	01- слабая успеваемость <input type="checkbox"/>	02- успеваемость ниже средней <input type="checkbox"/>	03- средняя успеваемость <input type="checkbox"/>	04- хорошая успеваемость <input type="checkbox"/>	05- отличная успеваемость <input type="checkbox"/>			

45.	<b>Как часто Ваш ребенок получает замечания из-за неудовлетворительного поведения?</b> Пожалуйста, выберите <input checked="" type="checkbox"/> один вариант ответа.	01- Никогда <input type="checkbox"/>	02- Очень редко <input type="checkbox"/>	03- Редко <input type="checkbox"/>	04- Иногда <input type="checkbox"/>	05- Часто <input type="checkbox"/>	06- Очень часто <input type="checkbox"/>
-----	---	--	--	--	---	--	--

**Раздел 4 – Информация о семье**

46.	<b>Укажите Ваше семейное положение на данный момент.</b> Пожалуйста, выберите <input checked="" type="checkbox"/> один вариант ответа.	<input type="checkbox"/> 01- не замужем, никогда не был(а) женат/замужем
		<input type="checkbox"/> 02- женат/замужем
		<input type="checkbox"/> 03 - разведен(а)/ не живем вместе
		<input type="checkbox"/> 04 - вдовец/вдова
		<input type="checkbox"/> 05 - не женат/замужем, сожительствуем

47.	<b>Укажите Ваш возраст?</b> Пожалуйста, выберите <input checked="" type="checkbox"/> один вариант ответа.	01. 20-29лет <input type="checkbox"/>	02. 30-39лет <input type="checkbox"/>	03. 40-49лет <input type="checkbox"/>	04. старше 50 <input type="checkbox"/>
-----	--	--	--	--	---

48.	<b>Кем Вы приходитеесь ребенку?</b> Пожалуйста, выберите <input checked="" type="checkbox"/> один вариант ответа.	01. мать <input type="checkbox"/>	02. отец <input type="checkbox"/>	03. другое <input type="checkbox"/>
-----	--	--------------------------------------	--------------------------------------	--

49.	<b>Есть ли у Вас еще дети?</b> Пожалуйста, выберите <input checked="" type="checkbox"/> один вариант ответа.	01. да <input type="checkbox"/>	02. нет <input type="checkbox"/>
-----	---	------------------------------------	-------------------------------------

50.	<b>Есть ли у вас дети старше, чем ребенок, который принес данный опросник?</b> Пожалуйста, выберите <input checked="" type="checkbox"/> один вариант ответа.	01. да <input type="checkbox"/>	02. нет <input type="checkbox"/>	03. у меня только один ребенок <input type="checkbox"/>
-----	---	------------------------------------	-------------------------------------	--

51.	<b>Есть ли у вас дети младше, чем ребенок, который принес данный опросник?</b> Пожалуйста, выберите <input checked="" type="checkbox"/> один вариант ответа.	01. да <input type="checkbox"/>	02. нет <input type="checkbox"/>	03. у меня только один ребенок <input type="checkbox"/>
-----	---	------------------------------------	-------------------------------------	--

**52. Если у вас несколько детей, пожалуйста, укажите их пол и возраст. Отметьте  или обведите ① подходящие варианты ответа. Пожалуйста, НЕ указывайте ребенка принесшего опросник в таблице ниже. Если у вас только один ребенок, отметьте  утверждение после таблицы.**

Ребенок 1	<b>Пол:</b>	мальчик <input type="checkbox"/>	девочка <input type="checkbox"/>	<b>Age:</b>	младше 1, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, старше 15
Ребенок 2	<b>Пол:</b>	мальчик <input type="checkbox"/>	девочка <input type="checkbox"/>	<b>Age:</b>	младше 1, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, старше 15
Ребенок 3	<b>Пол:</b>	мальчик <input type="checkbox"/>	девочка <input type="checkbox"/>	<b>Age:</b>	младше 1, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, старше 15
Ребенок 4	<b>Пол:</b>	мальчик <input type="checkbox"/>	девочка <input type="checkbox"/>	<b>Age:</b>	младше 1, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, старше 15
Ребенок 5	<b>Пол:</b>	мальчик <input type="checkbox"/>	девочка <input type="checkbox"/>	<b>Age:</b>	младше 1, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, старше 15

У МЕНЯ ТОЛЬКО ОДИН РЕБЕНОК

#### Раздел 5 – Информация о социальном и экономическом положении семьи

**53. Укажите уровень образования Ваш и Вашего(ей) супруга(и). Выберите  только один вариант ответа в КАЖДОЙ колонке.**

	ВЫ	ВАШ(А) СУПРУГ(А)
Девять классов и менее	01 <input type="checkbox"/>	01 <input type="checkbox"/>
Средне-техническое (колледж)	02 <input type="checkbox"/>	02 <input type="checkbox"/>
Оконченное высшее образование	03 <input type="checkbox"/>	03 <input type="checkbox"/>
Неоконченное высшее образование	04 <input type="checkbox"/>	04 <input type="checkbox"/>
Степень магистра или эквивалент	05 <input type="checkbox"/>	05 <input type="checkbox"/>
Степень доктора или эквивалент	06 <input type="checkbox"/>	06 <input type="checkbox"/>

**54. Какое утверждение наиболее подходит Вам и Вашему(ей) супругу(е). Выберите  только один вариант ответа в КАЖДОЙ колонке.**

	ВЫ	ВАШ(А) СУПРУГ(А)
Я работаю.	01 <input type="checkbox"/>	01 <input type="checkbox"/>
Я не работаю.	02 <input type="checkbox"/>	02 <input type="checkbox"/>
Я на пенсии.	03 <input type="checkbox"/>	03 <input type="checkbox"/>
Я в декретном отпуске.	04 <input type="checkbox"/>	04 <input type="checkbox"/>
Я домохозяйка.	05 <input type="checkbox"/>	05 <input type="checkbox"/>
Я инвалид.	06 <input type="checkbox"/>	06 <input type="checkbox"/>
Другое	07 <input type="checkbox"/>	07 <input type="checkbox"/>

55. Какой рабочий график был у Вас и Вашего(ей) супруга(и) в прошлом месяце? Выберите  один вариант ответа в КАЖДОЙ колонке.

	ВЫ	ВАШ(А) СУПРУГ(А)
полный рабочий день (8 часов в день и более)	01 <input type="checkbox"/>	01 <input type="checkbox"/>
частичная занятость	02 <input type="checkbox"/>	02 <input type="checkbox"/>
смены (например, 2-2, 1-3, 15-15)	03 <input type="checkbox"/>	03 <input type="checkbox"/>

Я СЕЙЧАС НЕ РАБОТАЮ

МОЙ(А) СУПРУГ(А) СЕЙЧАС НЕ РАБОТАЕТ

56.	Пожалуйста, укажите Ваш семейный ежемесячный доход (если Вы не уверены, выберите наиболее подходящий вариант)	Выберите ОДИН вариант ответа	
		<input type="checkbox"/>	01- У меня нет источника дохода
<input type="checkbox"/>	02- Меньше чем 30000 тенге		
<input type="checkbox"/>	03-30000-49999 тенге		
<input type="checkbox"/>	04-50000-69999 тенге		
<input type="checkbox"/>	05-70000-89999 тенге		
<input type="checkbox"/>	06-90000-119999 тенге		
<input type="checkbox"/>	07-120000-149999 тенге		
<input type="checkbox"/>	08-15000-169999 тенге		
<input type="checkbox"/>	09-170000-199999 тенге		
<input type="checkbox"/>	10-200000-249999 тенге		
<input type="checkbox"/>	11-больше чем 250000 тенге		
<input type="checkbox"/>	12-Я бы не хотел(а) отвечать на этот вопрос		

Спасибо за участие в опросе!

Пожалуйста, еще раз просмотрите анкету. Убедитесь, что вы ответили на каждый вопрос.

Пожалуйста, верните опросник в запечатанном конверте.



## Appendix B

### Informed consent form

#### **Parental involvement in elementary education in Kazakhstan: Nature, factors, and implications for academic achievement**

**DESCRIPTION:** You are invited to participate in the research on the Kazakhstani perspective of parental involvement, factors which shape it and the influence it has on students' academic achievement. You will be asked to complete a 56-question questionnaire distributed by the classroom teacher. It is to be returned in the sealed envelope within five working days. The survey is strictly anonymous. There is no need to state your name or leave your contact details. No other than the researcher will have access to the forms you complete. Once the data is digitalized, the hard copies of the questionnaires will be destroyed. Only the researcher and the research advisor will have access to the digital data. Once the data is analyzed, it will be encrypted and stored in password-protected zip archive on the password-protected Dropbox account.

**TIME INVOLVEMENT:** Your participation will take approximately 30 minutes of your time.

**RISKS AND BENEFITS:** This survey is a low-risk procedure which might cause you just minimal inconveniences as it requires some time and effort to be completed. There is also a slight possibility that some questions might cause you minor emotional discomfort when thinking about your parental involvement practices.

Since the empirical research on parental involvement in Kazakhstan is rather limited, the benefits which may reasonably be expected to come out from this study are a better understanding of the parental involvement phenomenon in Kazakhstan and the ways it is practiced in present time. The results of this study may also be rather informative regarding understanding how parental involvement affects students' academic achievement, which might change and improve the school practice and advance the quality of education at school and state level. The results of this research study may be presented at scientific or professional meetings or published in scientific journals, extending previous research by contributing new insights to the literature. Although there are no direct benefits for the children, there is a possibility of long-term indirect ones if schools and state agencies choose to use the findings of this study to develop parental involvement interventions to assist learners in their studies.

**PARTICIPANT'S RIGHTS:** If you have read this form and have decided to participate in this project, please understand that participation in the survey is strictly voluntary and you have the right not only to refuse to answer particular questions but also to withdraw from the research at any stage or re-join it at your will. Your decision whether or not to participate will neither affect your child's grades nor alter the teacher or school attitude towards your child. Refusal to fill in the survey for whatever reason will be duly respected with no attempts made to persuade you to reconsider. Regardless of your decision, please return the questionnaire in the sealed envelope.

## PARENTAL INVOLVEMENT IN ELEMENTARY EDUCATION

### CONTACT INFORMATION:

**Questions:** If you have any questions, concerns or complaints about this research, its procedures, risks, and benefits, contact the Master's Thesis Supervisor for this student work, Daniel Hernandez Torrano, [daniel.torrano@nu.edu.kz](mailto:daniel.torrano@nu.edu.kz), or Master student, Alyona Kaus, [alyona.kaus@nu.edu.kz](mailto:alyona.kaus@nu.edu.kz), +77715464911.

**Independent Contact:** If you are not satisfied with how this study is being conducted, or if you have any concerns, complaints, or general questions about the research or your rights as a participant, please contact the NUGSE Research Committee to speak to someone independent of the research team at +7 7172 709359. You can also write an email to the NUGSE Research Committee at [gse\\_researchcommittee@nu.edu.kz](mailto:gse_researchcommittee@nu.edu.kz)

Please sign this consent form if you agree to participate in this study.

- I have carefully read the information provided;
- I have been given full information regarding the purpose and procedures of the study;
- I understand how the data collected will be used, and that any confidential information will be seen only by the researchers and will not be revealed to anyone else;
- I understand that I am free to withdraw from the study at any time without giving a reason;
- With full knowledge of all foregoing, I agree, of my own free will, to participate in this study.

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**The extra copy of this signed and dated consent form is for you to keep.**

## **ЗЕРТТЕУ ЖҰМЫСЫ КЕЛІСІМІНІҢ АҚПАРАТТЫҚ ФОРМАСЫ**

Қазақстанның бастауыш мектеп оқушыларын оқыту мен тәрбиелеуде ата-аналардың қатысуы: ерекшеліктері, факторлары және балалардың академиялық жетістіктеріне әсері.

**СИПАТТАМА:** Сіз «Қазақстанның бастауыш мектеп оқушыларын оқыту мен тәрбиелеуде ата-аналардың қатысуы: ерекшеліктері, факторлары және балалардың академиялық жетістіктеріне әсері» тақырыбындағы зерттеу жұмысына қатысуға шақырылып отырсыз. Бұл жұмыстың мақсаты - Қазақстан Республикасында жиі қолданылатын ата-аналық тәжірибе саласындағы негізгі үрдістерді анықтау және олардың бастауыш сынып оқушыларының академиялық жетістіктеріне әсерін зерттеу.

Сізге 56 сұрақтан тұратын сауалнаманы толтырып, оны конвертке салып, 5 жұмыс күннің ішінде зерттеушіге қайтару ұсынылады. Сауалнама анонимді болып табылады. Атыңызды енгізудің немесе байланыс ақпаратын қалдырудың қажеті жоқ. Осы зерттеудің авторынан басқа ешкім сауалнамаға қол жеткізе алмайды. Деректер компьютерлендірілгеннен кейін сауалнаманың қағаз көшірмелері жойылады. Тек қана зерттеуші мен оның ғылыми жетекшісі электрондық деректерге қол жеткізе алады. Жиналған деректер өңделіп, талданғаннан кейін арнайы құрылған Dropbox бетінде құпия сөзбен қорғалған электронды мұрағатта сақталады.

**ӨТКІЗІЛЕТІН УАҚЫТЫ:** Сіздің қатысуыңыз шамамен **30 минут** уақытыңызды алады.

### **ЗЕРТТЕУ ЖҰМЫСЫНА ҚАТЫСУДЫҢ ҚАУІПТЕРІ МЕН**

**АРТЫҚШЫЛЫҚТАРЫ:** Сауалнама зерттеу әдістерінің ең қауіпсіз түрі болып табылады. Сауалнама біраз ыңғайсыздық тудыруы мүмкін, себебі біраз уақытыңызды алады. Сондай-ақ, кейбір сұрақтар біраз эмоциалық ыңғайсыздық тудыруы мүмкін, себебі олар сіздің балаңызды тәрбиелеу мен оқытуға қатысуыңызды сыни көзқараспен қарауға шақырады.

Қазақстан контекстінде ата-аналардың балаларды тәрбиелеу мен оқытуда қатысуы бойынша зерттеулер саны өте шектеулі болғандықтан, зерттеудің нәтижелері осы құбылыстарды және оның қазақстандық контекстте практикалық қолдануын түсінуге мүмкіндік береді. Зерттеудің нәтижелері ата-аналардың қатысуы оқушылардың жетістіктеріне қалай әсер ететінін түсінуге мүмкіндік береді, бұл мектеп тәжірибесін өзгертіп жақсартуға және жергілікті және мемлекеттік деңгейде білім сапасын арттыруға көмектеседі. Бұл зерттеудің нәтижелері ғылыми немесе кәсіби конференцияларда, немесе ғылыми журналдарда жариялануы мүмкін, бұл ғылымның дамуына ықпал етеді. Зерттеудің нәтижелері балаларға тікелей пайда әкелмейді, бірақ мектептер мен мемлекеттік мекемелер осы зерттеудің нәтижелерін ескеріп, оқушылардың жетістіктерін жетілдірудің бір әдісі ретінде ата-аналардың қатысуын қолданса, бұл зерттеудің нәтижелері балалардың академиялық жетістіктеріне жанама түрде әсер етуі мүмкін.

## PARENTAL INVOLVEMENT IN ELEMENTARY EDUCATION

**ҚАТЫСУШЫ ҚҰҚЫҚТАРЫ:** Егер Сіз берілген формамен танысып, зерттеу жұмысына қатысуға шешім қабылдасаңыз, Сіздің қатысуыңыз **ерікті** түрде екенін хабарлаймыз. Сонымен қатар, **қалаған уақытта айыппұл төлемей және сіздің әлеуметтік жеңілдіктеріңізге еш кесірін тигізбей зерттеу жұмысына қатысу туралы келісіміңізді кері қайтаруға немесе тоқтатуға құқығыңыз бар. Зерттеу жұмысына мүлдем қатыспауыңызға да толық құқығыңыз бар.** Сондай-ақ, қандай да бір сұрақтарға жауап бермеуіңізге де әбден болады. Бұл зерттеу жұмысының нәтижелері академиялық немесе кәсіби мақсаттарда баспаға ұсынылуы немесе шығарылуы мүмкін. Сіздің қатысу немесе қатыспау туралы шешіміңіз Сіздің балаңыздың бағалауына әсер етпейді және мұғалімнің немесе мектептің балаңызға қатысты көзқарасын өзгертпейді. Сауалнаманы кез-келген себеппен толтырудан бас тартуға құқығыңыз бар. Шешіміңізге қарамастан, сауалнаманы қайтарыңызды өтінеміз.

### **БАЙЛАНЫС АҚПАРАТЫ:**

**Сұрақтарыңыз:** Егер жүргізіліп отырған зерттеу жұмысының процесі, қауіп мен артықшылықтары туралы сұрағыңыз немесе шағымыңыз болса, келесі байланыс құралдары арқылы зерттеуші немесе оның ғылыми жетекшісімен хабарласуыңызға болады. Ғылыми жетекші: Даниэл Хернандес Торрано [daniel.torrano@nu.edu.kz](mailto:daniel.torrano@nu.edu.kz), зерттеуші: Алена Кauc [alyona.kaus@nu.edu.kz](mailto:alyona.kaus@nu.edu.kz), +77715464911.

**ДЕРБЕС БАЙЛАНЫС АҚПАРАТТАРЫ:** Егер берілген зерттеу жұмысының жүргізілуімен қанағаттанбасаңыз немесе сұрақтарыңыз бен шағымдарыңыз болса, Назарбаев Университеті Жоғары Білім беру мектебінің Зерттеу Комитетімен көрсетілген байланыс құралдары арқылы хабарласуыңызға болады: +7 7172 70 93 59, электрондық пошта [gse\\_researchcommittee@nu.edu.kz](mailto:gse_researchcommittee@nu.edu.kz).

Зерттеу жұмысына қатысуға келісіміңізді берсеңіз, берілген формаға қол қоюыңызды сұраймыз.

- Мен берілген формамен мұқият таныстым;
- Маған зерттеу жұмысының мақсаты мен оның процедурасы жайында толық ақпарат берілді;
- Жинақталған ақпарат пен құпия мәліметтерге тек зерттеушінің өзіне қолжетімді және мәлім болатынын толық түсінемін;
- Мен кез келген уақытта ешқандай түсініктемесіз зерттеу жұмысына қатысудан бас тартуыма болатынын түсінемін;
- Мен жоғарыда аталып өткен ақпаратты саналы түрде қабылдап, осы зерттеу жұмысына қатысуға өз келісімімді беремін.

Қолы: \_\_\_\_\_

Күні: \_\_\_\_\_

## ФОРМА ИНФОРМАЦИОННОГО СОГЛАСИЯ

Вовлеченность родителей в обучение и воспитание детей в начальных школах Казахстана: особенности, факторы и влияние на академическую успеваемость.

**ОПИСАНИЕ:** Вы приглашены принять участие в исследовании «Вовлеченность родителей в обучение и воспитание детей в начальных школах Казахстана: особенности, факторы и влияние на академическую успеваемость». Целью данной работы является **выявление основных тенденций в сфере родительских практик**, часто применяемых в Казахстане, а также изучения их влияния на академическую успеваемость учащихся начальной школы. Вам будет предложено **заполнить анкету**, состоящую из 56 вопросов, и вернуть ее в запечатанном конверте в течение 5-ти рабочих дней. **Опросник анонимный.** Вам не потребуется указывать Ваше имя или оставлять Ваши контактные данные. Никто кроме автора данного исследования не будет иметь доступ к заполненным анкетам. Как только данные будут компьютеризированы, бумажные копии анкет будут уничтожены. Только исследователь и ее научный руководитель будут иметь доступ к электронным данным. После того как собранные данные будут обработаны и проанализированы, они будут храниться в электронном архиве, защищенном паролем на специально созданной Dropbox странице.

**ВРЕМЯ УЧАСТИЯ:** Заполнение анкеты потребует около **30 минут** Вашего времени.

**РИСКИ И ПРЕИМУЩЕСТВА:** Анкетирование является достаточно безопасным методом исследования, который может привести лишь к минимальным неудобствам, поскольку требует некоторых усилий и времени с Вашей стороны. Существует также небольшая вероятность, что некоторые вопросы могут вызвать у вас незначительный эмоциональный дискомфорт, поскольку они приглашают Вас критически взглянуть на Ваше участие в воспитании и обучении Вашего ребенка.

Поскольку исследования в области вовлеченности родителей в обучение и воспитание детей в Казахстане весьма ограничены, результаты данного исследования позволят лучше понять этот феномен и его практическое применение в Казахстанском контексте. Результаты исследования также могут быть весьма информативными в отношении понимания того, как участие родителей влияет на успеваемость учащихся, что поможет изменить и улучшить школьную практику и повысить качество образования на местном и государственном уровне. Результаты данного исследования могут быть представлены на научных или профессиональных конференциях, или же опубликованы в научных журналах, тем самым внося вклад в развитие науки. Хотя результаты данного исследования не несут прямой пользы детям, они могут косвенно повлиять на их академический успех, в случае если школы и государственные учреждения учтут результаты данного исследования и будут использовать вовлеченность родителей как один из методов повышения успеваемости учащихся.

## PARENTAL INVOLVEMENT IN ELEMENTARY EDUCATION

**ПРАВА УЧАСТНИКОВ:** Если Вы прочитали данную форму и решили принять участие в данном исследовании, Вы должны понимать, что Ваше участие является **добровольным** и что у Вас есть право не только отказаться отвечать на определенные вопросы, но и отказаться от принятия участия в исследовании на любом его этапе. Ваше решение о том, участвовать или нет, не повлияет на оценки вашего ребенка и не изменит отношение учителя или школы к вашему ребенку. Отказ от заполнения анкеты по любой причине будет должным образом соблюден, без попыток убедить вас в обратном. Независимо от вашего решения, пожалуйста, верните вопросник в запечатанном конверте.

### **КОНТАКТНАЯ ИНФОРМАЦИЯ:**

**Вопросы:** Если у Вас есть вопросы, замечания или жалобы по поводу данного исследования, процедуры его проведения, рисков и преимуществ, Вы можете связаться с научным руководителем Даниэлем Хернандес Торрано [daniel.torrano@nu.edu.kz](mailto:daniel.torrano@nu.edu.kz) или студентом-магистрантом, проводящей данной исследование, Аленой Каус [alyona.kaus@nu.edu.kz](mailto:alyona.kaus@nu.edu.kz), +77715464911.

**Независимые контакты:** Если Вы не удовлетворены проведением данного исследования, если у Вас возникли какие-либо проблемы, жалобы или вопросы, Вы можете связаться с Комитетом Исследований Высшей Школы Образования Назарбаев Университета по телефону +7 7172 70 93 59 или отправить письмо на электронный адрес [gse\\_researchcommittee@nu.edu.kz](mailto:gse_researchcommittee@nu.edu.kz)

Пожалуйста, подпишите данную форму, если Вы согласны участвовать в исследовании.

- Я внимательно изучил представленную информацию;
- Мне предоставили полную информацию о целях и процедуре исследования;
- Я понимаю, как будут использованы собранные данные, и что доступ к любой конфиденциальной информации будет иметь только исследователь;
- Я понимаю, что вправе в любой момент отказаться от участия в данном исследовании без объяснения причин;
- С полным осознанием всего вышеизложенного я согласен принять участие в исследовании по собственной воле.

Подпись: \_\_\_\_\_

Дата: \_\_\_\_\_