

The Role of Value-Based Schools in Forming Future Members of Society

**The Role of Value-Based Schools in Forming Future Members of Society: The Perception
of Parents About Value Education.**

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Ethical Approval



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Date: 16 of October 2022

Dear Adil Tulegenov

This letter confirms that your research project titled, 'The role of value-based schools in forming future members of society: the perception of parents about value education' has been approved by the Graduate School of Education Ethics Committee of Nazarbayev University.

You may proceed with contacting your preferred research site and commencing your participant recruitment strategy.

Yours sincerely,

Prof Naureen Durrani

On behalf of:

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Abstract

The purpose of this qualitative interview-based research was to understand the perceptions of parents towards promoted values at a school in southern Kazakhstan that implements a value-based education program. The findings of the study revealed that parents chose the value-based school for its unique characteristics and reputation, with the strong alumni community being a significant factor. The study also identified that parents generally have positive perceptions about values promoted at values-based schools, and believe teachers at the values-based school practice the values they teach themselves. The research offers some recommendations for policymakers, as well as for the administrators of the school where the study was conducted.

Keywords: Values, value-based education, parents' perceptions

Аңдатпа

Сұхбатқа негізделген бұл сапалы зерттеудің мақсаты ата-аналардың құндылықтарға негізделген білім беру бағдарламасын жүзеге асыратын Қазақстанның оңтүстігіндегі мектепте насихатталатын құндылықтарға деген көзқарасын түсіну болды. Зерттеу нәтижелері ата-аналардың бірегей сипаттамалары мен беделіне байланысты құндылықтарға негізделген мектепті таңдағанын көрсетті, бұл күшті түлектер қауымдастығы маңызды фактор болып табылады. Зерттеу сонымен қатар ата-аналардың құндылықтарға негізделген мектептерде насихатталатын құндылықтарға оң көзқараспен қарайтындығын, ал құндылықтарға негізделген мектептердегі мұғалімдер өздері үйрететін құндылықтарды қолданатындығын анықтады. Зерттеу саясаткерлерге, сондай-ақ зерттеу жүргізілген мектеп әкімшілеріне арналған кейбір ұсыныстарды ұсынады.

Түйін сөздер: Құндылықтар, құндылыққа негізделген білім, ата-ананың қабылдауы

Абстракт

Цель этого качественного исследования, основанного на интервью, состояла в том, чтобы понять восприятие родителями ценностей, продвигаемых в школе на юге Казахстана, которая реализует программу обучения, основанную на ценностях. Результаты исследования показали, что родители выбрали школу, основанную на ценностях, из-за ее уникальных характеристик и репутации, при этом важным фактором было сильное сообщество выпускников. Исследование также показало, что родители в целом положительно относятся к ценностям, пропагандируемым в школах, основанных на ценностях, а учителя в школах, основанных на ценностях, практикуют ценности, которым учат сами. Исследование предлагает некоторые рекомендации для политиков, а также для администраторов школы, где проводилось исследование.

Ключевые слова: ценности, ценностное образование, представления родителей.

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Chapter One: Introduction

Education is a cornerstone of society, shaping the minds and values of future generations. In recent years, there has been increasing recognition of the importance of value-based education, which focuses on instilling core values and principles in students to shape them into responsible, ethical, and compassionate members of society. Value-based schools play a crucial role in this process, as they are specifically designed to foster the holistic development of students, including their moral, ethical, and social growth. Parents, as key stakeholders in the education of their children, hold unique perspectives on the role of value education in shaping the future members of society.

Kazakhstan, a country in Central Asia, places a strong emphasis on values in schools as part of its education system. The Kazakhstani education system recognizes the importance of instilling core values in students to promote character development and societal cohesion. Values such as respect, tolerance, diversity, and civic responsibility are integrated into the curriculum and school activities, aiming to foster a culture of mutual respect, understanding, and cooperation among students from diverse backgrounds. In Kazakhstani schools, teachers play a vital role in modelling and promoting these values through their pedagogical practices and interactions with students. Additionally, schools in Kazakhstan often engage in community-based initiatives, such as volunteer projects and social awareness campaigns, to instil a sense of civic responsibility and encourage students to contribute positively to their communities. The emphasis on values in Kazakhstani schools reflects the country's commitment to building a harmonious and inclusive

society where students are not only academically proficient but also possess strong moral and ethical values that can guide them in their personal and professional lives.

The foundation of society is a set of values. Values may fluctuate from time to time and from one society to the next. In order to transmit the knowledge, acquired skills, and talents that are necessary to improve society and the country, education is a crucial tool for social development. Education is a process of consistent learning. The social and economic worlds are both impacted by the quality of the educational system (Dalton & Crosby, 2010; Glewwe & Jacoby, 2004).

Numerous studies indicate that the strength of the parent-child link and the warmth of the parent-child interaction impact various aspects of children's development (Bretherton & Waters, 1985). In essence, parents play a crucial part in their children's moral development because they serve as their first moral teachers and role models (Danielson, 2000).

The child's moral development is shaped by several actors. Apart from parents, teachers exert their influence on the child's evolving moral development at the beginning of early childhood education. They play an influential role in building children's character. In the classroom, teachers help learners learn appropriate behaviour and correct the inappropriate ones. They serve as a role model for students as well (Kamla Raj, 2009).

From the foregoing, it is evident that none of the socialisation agents can be discounted and that it is impossible to claim that a child's moral growth is only the responsibility of a single socialisation agent. In contrast to individualism and a concentration on individual rights, communitarianism has more recently emphasized the significance of community life and, consequently, duties. According to a communitarian viewpoint, community service should be prioritized in the education system in order to access the values of responsibility to and commitment to others as well as the common good (Althof & Berkowitz, 2006). Therefore, establishing and promoting value-based schools will be critical to a child's well-being and upbringing.

Values-based Education (VBE) applies a method of teaching that combines both subjects and values, which has an impact on retaining stability and development in the country. My interest in values is linked to my experience of working in one of the VBE schools in the southern part of Kazakhstan. As a tutor in VBE school, we were obliged to deliver the values through a variety of activities, such as watching values-based movies and playing different kinds of sports to enhance teamwork and collaboration skills and to foster respect for each other. Parents were also highly involved in this nurturing process. For example, they would conduct a tea party for the whole class and share their own experience in life, how they handled different challenges and what they have learned from solving them. Thus, parents shared their own values through platforms provided by the school.

This study seeks to explore parents' perceptions regarding value-based education, specifically focusing on the role of value-based schools. By examining the viewpoints of parents, this research aims to provide insights into the perceived significance of value-based education in forming responsible citizens and leaders of tomorrow and the ways in which value-based schools contribute to this process. Through this study, we aim to contribute to the understanding of the role of value-based schools in shaping the future members of society from the perspective of parents.

This study explores the phenomenon of parents' perceptions of values promoted at the school and understands why parents send their children to value-based schools. It is anticipated that the knowledge generated from this inquiry would suggest some insights and identify what kind of values parents want to be taught at the school. This research employed a qualitative descriptive design to illustrate the in-depth perception of parents.

The chapter begins with an overview of the context and background that frames the study. Following this is the problem statement, the statement of purpose, and the accompanying research questions.

1.1. Problem Statement

Most of the studies regarding VBE have been conducted in European countries such as Turkey, Estonia, Rome, Australia, Germany and New Zealand (Singh, 2011). However, only minimal studies regarding values and moral education have been conducted in Kazakhstan. Moreover, none of the studies has explored parents' perceptions of values in the Kazakhstani

context. There is still no clear understanding of parents' perspectives about which kind of values should be promoted at values-based schools. Little knowledge exists on if parents encourage values to be taught at school or whether they want values to be taught at home.

Meanwhile, identifying the parents' views on the values they desire to be promoted in schools would provide clear direction on the kind of values that need to be integrated into the curriculum and school activities. There is a need to explore parents' perspectives on values, as this will enable educational institutions to model and promote these values through their pedagogical practices and interactions with students.

1.2. Policy Context

A new policy named "Kazakhstan-2050" was introduced on December 14, 2012 (Nazarbayev, 2012). According to the social demands of this strategy, nationwide values should contribute to preserving national values, and lead the country toward prosperity, where intellectuals play greater roles; moreover, these values should be appropriate to the epoch and seek contemporary common national goals. However, there are still issues associated with the crisis of values among young people in Kazakhstan (Vickroy, 2017).

First, it is evident that the participation of students' families in the educational process is very low. As Australian researchers argue in one of the research:

The effort and will of a small group of enthusiastic teachers are not enough to provide complete value education to the entire school. (Lovat et al., 2009, p 2).

Secondly, despite the importance and implication of policy, value-based education is not largely applied in Kazakhstani land; only a few educational organizations are actively conducting and contributing efforts in developing and enhancing the process of upbringing students with core values (Nazarbayev,2012). Thirdly, there are no concrete values identified within extra-curricular activities and it has occupied a central position in the development process of VBE. Representatives from Ybyrai Altynsarin Academy, who are responsible for developing a curriculum in all Kazakhstani mainstream schools, are pointing out the crucial need for research on values (National Academy of Education, 2016).

1.3. Purpose Statement

The purpose of the study is to discover what kind of values parents desire to be promoted in values-based schools. The overarching research question in this descriptive study is: What values should be promoted at value-based schools from the perspective of parents?

This study addresses an important gap in prior research. Whereas studies in Kazakhstan have mostly focused on the development of methods for teaching values to school students and strategies for training teachers for effective implementation of the value education system (Utyupova et al., 2016), there is a lack of studies on the perceptions of Kazakhstani parents regarding values promoted at schools. Whereas several such studies on parental perceptions of VBE in a Western context, I am not aware of any particular studies in the Kazakhstani context. Little knowledge exists about Kazakhstani parents' understanding of values, and what expectations they have from values-based schools.

1.4. Significance of the study

According to a recent study, adolescents' self-esteem suffers when they perceive contrasting values, for instance, at home and school (Daniel, Boehnke, and Knafo-Noam 2016). We do not fully grasp the extent to which parents and educators nurture similar values in children. Therefore, most importantly, the present study will assist school administrators and parents in comprehending and obtaining a broader understanding of the values taught at the school. They will be able to get a closer look at the kind of values that the school and parents promote, allowing them to offer exceptional programs.

The current research is crucial in developing the importance of values and their impact on a student's development as a future member of society. By examining parents' attitudes toward values taught at school and why parents choose that particular VBE school, the principals and teachers in VBE schools will be able to update the curriculum and school activities, inculcating values, which are prioritized by both sides, parents and school administration.

The in-depth understanding of the values taught at school from the perspective of parents will provide useful information, which can be used by policymakers and educational practitioners in Kazakhstan and in the process of the development of a nationwide curriculum. Thus, the process of discussing, outlining, and making public values is one that schools and other educational institutions face extremely difficult. The diversity of values in the communities they serve, which are also changing, as well as in society in general, as well as the realistic expectations of interested parties, must be taken into consideration by schools. They must focus

on the reason, appropriateness, and coherence of their values and analyze how they are reflected in their objectives, curriculum offerings, and activities (Halstead & Taylor, 1996, p.9).

Therefore, schools will not be in a strong position to pursue their role of increasing students' understanding of values and assisting students in forming their own commitments unless they make the effort to express their principles and develop some clarity of vision.

According to a 2017 UNICEF study, two-thirds of students in Kazakhstan have experienced or witnessed violence by students or teachers (UNICEF, 2017). In Kazakhstan, about 7,000 minors and 10,000 low-income families have registered annually in the report of internal affairs bodies. More than 3,000 children commit criminal offences. In 2018, 2,125 crimes against children were committed, and 2,277 minors were victims (5.5% more than in 2017). Child suicide continues to increase (in 2018, there were 178 cases of suicide among children, which is 6.6% higher than in 2017).

The above-mentioned data include only a few examples of dangerous and alarming statistics in the education and system of Kazakhstan's students. According to the Conceptual Foundations of Education (Government of the Republic of Kazakhstan, 2019) in the near future, such alarming statistics will affect the health of the nation, its intellectual potential, competitiveness and the national security of the country as a whole. Values education for our children could solve this worrying situation because it will help them develop a "connection with the world" by helping them become more conscious of themselves and others. (Sutrop, 2015, p.190)

1.5. Conclusion

The introduction mentioned the importance of values-based education worldwide and in Kazakhstan. This chapter presents the research problem, the statement of purpose, the research questions, and the significance of the study. Chapter 2 sums up the review of the literature, discussing (1) the history of values-based education; (2) The role of value-based schools in forming future members of society; (3) the role of parents in values-based education; (4) the perception' of parents about values worldwide. Chapter 3 describes the methodology that guided the study, including the design used, description of the research site, sampling procedures, data collection tools and procedures, the limitations of the research, and ethical issues regarding this research. In Chapter 4, I show the salient findings about the parents' perceptions toward values promoted at the VBE school. In Chapter 5, I synthesize and discuss the results of the study according to the research questions of the study, literature review, and conceptual framework, and finally end with Chapter 6 which is the conclusion part of the whole research.

Chapter Two: Literature Review

This section provides the relevant literature with an emphasis on VBE. The goal of this section is to identify a theoretical framework for the proposed study as well as to conduct a critical assessment of the existing literature on values-based education and parents' views toward values taught at schools. This chapter includes a discussion on the following topics: (1) the history of values-based education; (2) The role of value-based schools in forming future members of society; (3) The role of parents in values-based education; (4) The perception' of parents about values worldwide.

2.1. History of Values-Based Education

The origins of research on value education can be traced back to early character studies in the United States in the 1920s. Following that, in the 1990s, there was a significant rise in value education studies published in journals, research, and books (Halstead et al., 1996). For example, there were several surveys conducted on morality and social values in Britain and Europe (Abrams et al.,1985; Barker et al.,1992). However, later on, there were some disagreements appearing in the sphere of knowledge of values. Because the values in the past were established according to a dominant group of that time. Thus, the minimal framework of the set of values remains fragile (White, 1987), and cannot support the extensive system of education that we have today (Rich, 1993). The conservative community find national, traditional and religious values appropriate, which cannot be suited to liberals unless they find a way in a minimal framework of values to negotiate and accept some values of conservative circles as universally appropriate. On the other hand, a democratic negotiation (where it is acceptable to value a democratic way of life) cannot be shared and valued by other groups of society, who may think it could be a threat to their traditional values and the way of life (Haydon, 1987).

Different authors defined values-based education based on their views in the context of a particular period of time and social situation. In the 11th century, distinguished scholars in Islamic like al-Ghaza li opined that education, especially in the time of early childhood, when a child's personality is developing, can affect a person's inherited traits or dispositions, which are not permanent. Thus, education can develop a "second nature" that eclipses a person's innate traits or "first nature," but only after great perseverance and effort. Good moral principles and a virtuous disposition will gradually become ingrained in the person as they become accustomed to acting morally and abstaining from vices, making it easier for him to avoid wrongdoing and do what is right (Alavi, 2007). There are dozens of factors that can affect a human's morality, for example, peers, the condition of a country, and so on. Educators are the most influential of all, if they are not teaching only by their example but contributing to children's moral education as well (Alavi, 2007).

Another researcher, Lickona (1993), understood value education as the element of education that deals with the vital emotional element of character that serves as a link between judgment and action. This education is concerned with building a good character, i.e. knowing what is right, wanting to do the right thing, and doing the right thing. Lickona highlights the need for effective character education in helping children comprehend, acquire, and act on essential values in their personal lives.

Along with a physical environment, schools also operate in a "cultural/ethical" setting (Haydon, 2004). In the process of execution of delivering ethical/cultural settings, schools have

developed different approaches and methods. According to the literature, values are taught both directly and indirectly. The indirect approaches which are discussed in the literature usually appear to be just the community approach and moral reasoning approach is linked with Kohlberg (1981-1984). In moral reasoning, children are given a situation or story to be discussed and out of the story, they should make final thoughts to change their minds from previous not accepted to moral thoughts and move to a higher level of morality (Blatt and Kohlber, 1975). The just community approach is allotted for creating responsibility and commitment for children. A group of hundred students and five teachers gathered together in order to plan rules and activities to be done in a further week. This would develop children's self-regulation and feeling the responsibility. These two approaches would let children acquire values on their own. When values are taught directly, The most typical approach, however, is indirect, whereas initiatives, however, appear to be missing a whole-person focus on mind, body, and spirit character education occurs as a result of co-curricular programs, which encourages students to practice such initiative, persistence, loyalty, tact, generosity, compassion, and boldness (Wyne,1989).

However, the study by Halstead and Taylor (2000) indicates that schools would want to enforce a cognitive approach to values education instead of just community approaches. This is because communal approaches place significant pressure on teachers in terms of creating open classroom environments and effectively organizing timetables, which are two essential components of an effective approach to values education (Department of Education Science and Training, 2003).

Althof and Berkowitz (2006) declare that the main aim of values-based education in schools is to enhance the students' cognitive structures through a variety of methods and approaches, which were mentioned above. The outcome of such education would be in the creation of future members of society who are law-obedient and good citizens and strive to improve the country's well-being.

In this section, I have reviewed the approaches and historical background of value-based education. In the next section, I will review the role of values education in creating future members of society.

2.2. The Role of Value-Based Schools in Forming Future Members of Society

Value education is characterized by its advantageous impact on social improvement. The deployment of special value education programs was accompanied by a high level of social feedback, according to studies done in New Zealand between 2004 and 2007. Each participating institution's quality was raised by these initiatives.

Values-based education has the power to fundamentally reshape the educational setting, creating an inclusive school culture that supports students' cognitive development by fostering stronger bonds among students and between students and educators (Lovat & Clement, 2008). The positive impact of value education was empirically tested by Australian studies (Lovat et al., 2009). Teaching values appeared to influence student diligence, school climate generally, student-teacher interactions, teacher welfare, and family involvement in the learning process. It is important to highlight that studying the impact of education on students' value formation is difficult. On a personal and societal level, values are an essential element of identity and self-

awareness. They create the moral and cultural framework for society's daily activities. As a result, they are difficult to discuss in terms of material processes, phenomena, and things (Utyupova et al., 2016). These factors make some scientists quite dubious about the contribution values provide to the cohesion of the contemporary global community (Moser, 2013).

In spite of this, education can be used to spread values like life, harmony, love, compassion, kindness, and health. Modern humans place a premium on education since it provides opportunities for a better life for both the individual and the broader society. Education is now recognized as a key strategic resource for long-term development. Educated individuals can serve others by assisting, supporting, and analyzing their behaviour and interaction with the surrounding world. Good citizenship is defined as the capacity to 'move beyond one's individual self-interest and be committed to the well-being of some larger group of which one is a member (Sherrod et al., 2002, p. 265).

In the context of Colombia, peace education, with its implied values such as respect, harmony, and peace established in the curriculum, appeared to produce positive results. More specifically, structural violence difficulties persisted in news stories and public discourses even while Colombia appeared to be taking steps toward reducing direct conflict-related violence (Sánchez Meertens, 2017). However, despite the government's lack of trust in teenagers' role in political and civic institutions, these young people were engaged citizens who took part in complex ways that went beyond the usual political channels (Dario et al., 2017; Velez, 2019). Given their dissatisfaction with society and its agents, it may be especially crucial for such young

people that peace education provides them with practical tactics and applications as they look for ways to contribute to a peaceful future.

Value-based schools play a significant part in the values education of students for at least three mandated reasons. The first is to cultivate qualities in children, such as a good temperament, a solid mind, discipline, morality, hard work, the ability to make wise judgments, and the emergence of empathy. Values-based schools are the best place for raising and educating future members of society. Second, values-based schools help children acquire the skills they need to solve challenges, both societal and personal. Finally, schools play a key role in the development of moral communities (Tay & Yildirim, 2009).

Humans have significant moral and social issues, as can be demonstrated by the fact social events around the world are assessed. Particularly, factors like family dissolution, child sexual and physical abuse, rising violence, materialistic tendencies, an increase in dishonest people, social corruption in day-to-day life, drug and alcohol abuse, and an increase in media-falsified news are demoralizing sexual ethics daily and eroding respect for human life globally. Schools undoubtedly play a significant role in addressing and reducing these issues (Ekşi, 2003; Lickona, 1991, 1996). The research with small samples conducted by Kutnick (1995) came to the conclusion that schools, in particular, played essential roles in providing the students with values, including collaboration, respect for differences, enhancement of conversation, and inter-individual interaction.

I have examined the importance and the role of value-based education in forming future social members of society. In the next section, I will explore the parents' attitudes and roles toward values taught at values-based schools.

2.3. The Role of Parents in Values-Based Education.

Inculcating values in young people is a complex task involving multiple actors and institutions. According to Australian experts, a small number of dedicated teachers cannot fully educate all students in values through their efforts and will alone (Lovat et al., 2009). The value education system thus needs two essential components in order to be effective: a) competent teachers who can formulate and communicate values to the students; and b) a resolute administration that can ensure the proper participation of teachers, students, and even their parents in the value education system.

Additionally, families can be seen as the setting where children first begin to create a system of values education. Children's exposure to values throughout these formative years helps them develop the awareness necessary to become responsible citizens in the future. Teachers and schools take on the responsibility of being an educator of values once children begin attending school (Dilmaç & Ekşi, 2007). According to Hoover-Dempsey and Sandler (1997), the eagerness of parents to educate their youngsters in accordance with their own worldviews and convictions that their kids can succeed in school more with their advice will help families be more efficient in their involvement with their kids' education. The intention of the family in the current study to raise their children in accordance with their quality of living may have led parents to participate more actively in the education of values.

Numerous studies have discovered a connection between parents' involvement in education and their kids' academic success (Hampden-Thompson & Galindo 2017; Hill & Tyson 2009; Jeynes 2007; Parr & Bonitz 2015), and the effectiveness of parent-teacher communication has been shown to anticipate improvements in both students' academic performance and behaviour at school (Izzo et al. 1999; Reynolds et al.1992). In addition, students who also reported strong parental participation along with strong belongingness or high parental influence along with a high level of teacher assistance had significantly higher results than students who reported low parental involvement along with weak support at home and at school (Henderson & Mapp, 2002). Additionally, it was discovered that initiatives to boost parental involvement in education appeared to have improved pupils' performance (Jeynes, 2012; Sheldon, 2003).

Conventionally, the key role in values education is played by parents, but they also have high expectations of what should be done with respect to their children's value of education at schools. Sconyers and Nancy (1996) revealed that parents of that day had a broad perspective of what schools should do to serve their children's needs. They want schools to have a substantial impact on children's lives and on the communities in which they reside. Parents often look at the whole child and want schools to do the same. Meanwhile, schools have typically focused on intellectual growth.

The achievement of the learners in the classroom and in later life, as well as more good attitude, have often been anticipated by the school and the student's parents working together to create a home environment that fosters learning, high hopes of the children (though adjusted),

and involvement in their education in the society and at the classroom. The connections and mutual trust among parents and educators are also demonstrated to improve when the school and the student's families work together (Henderson & Berla, 1994).

2.4. The Perception' of Parents about Values Worldwide

Parents have different views and perceptions of values due to geographical, political, and cultural conditions of their place of living. For example, the study conducted in Rome by Lambrev (2015) found that parents' most preferable values were the values of respect, sharing, and care of others' needs, especially for family members and guests. Regarding the value of "respect", participants deemed that curriculum and pedagogical methods in Bulgaria are monocultural and do not respect the traditional cultural values of the Roma people, which makes the transition from home to school difficult and frequently has a negative impact on children's learning and academic performance. Because it is accepted that the more you are respectful to your guests as a host, the better reputation you have in the community. Another reason for prioritizing the values such as "sharing" and "care of other's needs" is a difficulty faced by Roma children in the transition to school was the inequity between collaboration and competition. Homework completion solely on one's own was mentioned as another norm in schools contrasting with the lifestyle and expectations of the Roma community and parents as well. In the same vein, the study in Estonia by Uavere and Veisson (2015) revealed that parents prioritized the value of "cooperation ability" as an important value to be taught to children as well as Romanian parents.

There are also some studies conducted on parents' views and perceptions of Turkey's land. For instance, in the research of the Turkish National Education System, the values of

primary schools were determined. This study brought forward traditional values such as giving importance to family, national awareness and being trustworthy, while in the area of democratic values, respect and tolerance, as for professional values, responsibility and diligence (Akbaş, 2004, cited in Tay & Yildirim, 2009). According to research conducted by Tay and Yildirim (2009), parents illustrated that “patriotism” is the most prioritized value that needs to be inculcated by school teachers since Turkish history is rich in heroes and valorous acts. Another factor to consider is the Republic of Turkey's geographic location. It might be stated that these circumstances also led parents to view "patriotism" as the most important value that children should acquire. Generally, the values such as “patriotism”, “honesty”, “attaching importance to family unity”, “hardworking” and “responsibility” were prioritized among Turkish parents.

In addition, the study conducted by Tay and Yildirim (2009) identified that 68 per cent of the parents agreed that families should be responsible for the transmission of values, 24.3 per cent disagreed and 7.7 per cent indicated that both the family and the school should be responsible for carrying out the mission. As a result, parents believe that families are primarily responsible for teaching values, and schools are secondary in inculcating values. Neglecting the emotional component of education, which is essential for both individual and social life, will prevent people from realizing their full potential. As a result, it may be said that this process is essential to an individual's success (Bacanl, 2005).

2.5. Conclusion

In order to respond to the study's research questions, “What values should be promoted at schools from the perspective of parents in the values-based school in the southern part of Kazakhstan?” and “What are the perceptions of parents of a value-based education program implied at school?”, this part provided a deeper understanding of the phenomenon of values-based education, I reviewed the literature on the history of values in the sphere of education and examined the approaches applied in values-based schools. Furthermore, I explored the role of values-based education in forming future members of society. I examined parents' perceptions of values worldwide and their importance in values-based education processes in delivering the core values. I found that the literature is missing on perceptions of parents of values education in Kazakhstani values-based schools.

While teachers' perceptions and methods delivered by them are crucial in values-based education, this research will focus on parents' perceptions and their role in values education. This study will provide a deeper understanding of values-based education in Kazakhstan from the point of view of parents.

The next chapter will describe the methods which will be used in the study. The research design, the selection of the site, sampling and data collection methods will be explained. In the end, research limitations and ethical issues will be presented.

Chapter Three: Methodology

The methodologies employed in this study on parents' perceptions of values fostered at a VBE school in Southern Kazakhstan are described in this chapter. In this chapter, the overall research design is explained, along with the site selection and sampling processes, data collection method, and their justifications. I also discuss ethical issues and limitations of methods for analyzing data.

3.1. Research Approach and Design

The purpose of the study is to understand parents' perceptions of values promoted among students within the VBE program at schools. To achieve the purpose of the study and answer the research questions, the qualitative approach was applied. According to Creswell (2013), qualitative research is employed when there is less focus on the hypothesis but on the analysis and interpretation of a given phenomenon. The selected approach will help to acquire a profound understanding of the central phenomena - parents' perception of values promoted at VBE schools (Creswell, 2012). The research design that was applied in the study is a descriptive qualitative design. According to Sandelowski (2000), descriptive qualitative design is about generating rich descriptive information that "offers a comprehensive summary" of the obtained data (p. 336). By employing a qualitative descriptive research design, I was able to critically explore and develop a detailed understanding of parents' perceptions of values-based education.

3.2. Research site and participants

The study explored the values within the VBE school in the southern part of Kazakhstan. The selected school is known for its values-education programs. The school's educational work plan was drawn up in 8 directions, according to the Concept of Education in the system of continuous education of the Republic of Kazakhstan and is aimed at educating citizenship and

values of the national idea "Mangilik el", the Strategy "Kazakhstan-2050", the program "Rukhani zhangyru" (Nazarbayev,2012).

To access the research site, I approached the school director personally and stated the purpose of the study. I also explained the benefits and risks associated with the study and how they will be addressed. Detailed information about research procedures was also provided. Once access was granted, I started recruiting participants.

Participants were selected by applying a heterogenous purposeful sampling procedure. Since students of the selected school join the school in 7th grade, it was essential to evaluate 7th graders' parents' views as they have a fresh view of why they have chosen the school and their expectations in terms of VBE. Within purposeful sampling, maximum variation/heterogenous sampling was applied. This type of sampling helped me to ensure variability in terms of gender, ethnicity, and professional background (Creswell, 2014). According to Oloffson et al. (2015), the perception of values differs between males and females. Ethnicity is another variable that affects the perception of values (Christen, 2018). Finally, values are supposed to give a distinctive framing for the practice domain; for instance, it is very feasible that "beauty" is viewed as more relevant in the realm of art than it is in the field of medicine (Boenink et al., 2020). Thereby, the professional background of parents was also considered to ensure variability in recruiting participants.

The heterogenous purposeful sampling strategy was used for the current study because it fits with the small-scale nature of the research and allows the researcher to "consciously select

individuals and settings that can best help to comprehend the central phenomenon" (Creswell, 2014, p. 209). The reason for selecting a heterogeneous sample is that any similarities discovered among a diverse set of examples are more likely to be phenomena that can be broadly generalized than similarities discovered among a homogeneous group of cases. In order to determine whether a theory produced in one context can be applied to another, heterogeneity of the sample can help establish proof that discoveries are not solely the preserve of a particular group, time, or place (Mason, 2002).

Seven parents were interviewed. Since I work at this school as a teacher of the English language, I have access to the contacts of the 7th-grade students. The parents from the sample were sent an invitation e-mail letter and then contacted by phone. I informed them about the purpose of the study, procedures, their rights, possible risks, potential benefits, and other necessary information on the study enclosed in the informed consent form, including the note saying that by signing the consent form, participants confirm their understanding of their rights, possible risks, and potential benefits. The parents who accepted the invitation agreed upon an interview time and place in personal communications that suited both the participant and the researcher.

3.3. Data collection method

To answer the main question, I used semi-structured face-to-face interviews. As Berg and Lune (2012) claim, an interview is an effective method of in-depth understanding of the perceptions of participants, learning how they come to attach certain meanings to phenomena or events. According to Hitchcock and Hughes (1993), a semi-structured interview, compared with

a structured interview, allows depth to be achieved by providing the opportunity on the part of the interviewer to probe and expand the interviewee's response (p.83). At the same time, compared with unstructured interviews, it allows the research to have some predictability and control of the process. Interviews helped me identify the main reasons why parents send their children to values-based schools and which values they prefer to be promoted.

3.3.1. Interview

Open-ended questions were asked during the one-on-one semi-structured interviews with parents in order to learn the attitudes of parents toward values promoted at school and their perceptions about values (See Appendix B). Questions were organized in a 'funnel' way: from general to specific questions (Roller & Lavrakas, as cited in Leavy, 2017). In order to acquire deeper details and specific examples, probing questions were asked, "Give me more details about it", "Can you tell an example of this?", "Can you describe what exactly happened?" (Creswell, 2012). Since the audio recording could lead to some anxiety in respondents, to make the participants feel more at ease and confident, I asked ice-breaker questions about their families, how the weather is today or their hobbies. I tried to make informal jokes when appropriate it also helped to ease the atmosphere. The respondents were guided by topics intended to know: values taught at school, the perceptions of parents toward values, and why they selected the school. The interviews were conducted in the Kazakh language and lasted for about 40-60 minutes. All interviews were audio recorded on my personal password-protected phone. Later, I moved the audio recordings from the smartphone to my own Google password-protected file. On my password-protected computer, I transcribed and encoded information into a Word document and

translated it into the English language. The detailed list of parents' information used for research purposes and participants' responses is kept confidential using password-protected folders while conducting the study. Any information related to parents' participation will be kept for at least 3 years, leaving the data anonymous.

3.4. Data Analysis

The data analysis began only when the researcher began to reflect on the data-gathering process and make sense of the raw information. Because this is a qualitative study, the data was analyzed using words, meanings, and interpretations. The interviews and notes were recorded in the Kazakh language, then they were translated and encoded in the English language. Making sense of the data is the process of data analysis. Consolidating, minimizing, and interpreting what people have said as well as what the researcher has seen and read are all necessary steps in the process of making sense of data. (Seidman, 2005). The data was separated into units of meaning by re-reading the raw resources: a process that involves identifying conceptions, ideas, and topics that respondents reference increasingly often during the dialogue. Themes related to the study questions emerged from the data and were placed inside the larger meaningful categories. The categories that emerged from the data were thoroughly examined in light of the study questions and context. The final step was to merge the categories to create headings that will organize the conversation and enable common themes to appear (Creswell, 2014). For example, the theme "The role of the VBE school in children's education and upbringing" was elaborated out of these codes: parents learning from school, trust in school methods, changes in character, and child's self-sufficiency.

3.5. Limitations

The limitation of this research is that I explored mostly mothers' perceptions, while fathers' perceptions as a parent of children in values-based schools could be neglected in Kazakhstan because of a community where mothers are more engaged in educational issues. I also recognized that the generalizability of the findings might have been limited by the nature of our participants. The recruitment of participants from the school would also limit the exact purpose of the findings, which is a perception of values because in that school parents might have chosen the school as successful in the Olympiads while having some uncertainty of values promoted there, which is the phenomenon of our research. The parents in my research can have some difficulties in delivering their thoughts openly since my teacher's identity in that school also could impact the study's outcome.

3.6. Ethical Issue

I took precautions in accordance with Nazarbayev University's suggested methods, to reduce the potential troubles for the participants of the study and the research site. Ethical issues in the proposed study included not revealing the names of the values-based school which was under investigation and keeping the confidentiality of the participants' names. The proposed study is interested in understanding the parental perceptions of values and their perspectives towards values taught at the values-based school, which could possibly contain various negativity and criticisms.

It is important to maintain the reputation of this school's name in both local and global audiences. In order to limit any potential harm to the school's reputation, the anonymity of the

school was maintained. This was accomplished by not expressly mentioning the values of education programs and the values it conveys.

The names of the parents who were involved in the research were kept confidential. Each respondent was labelled with pseudonyms, and a list was saved in a separate document. Other e-documents including data which was collected were stored on my personal computer with the protection of a password. The consent forms which were signed by participants were stored at my home in a safe place. The data which were collected were used as a part data analysis process for this study. Only me and my thesis supervisor will have access to the e-documents and papers related to this research. When all data analysis processes are finished, according to the GSE ethics committee the data will be kept in a safe place for three years, and then it will be deleted.

I intentionally did not mention the real names of the research participants, their children's names and their ages and that information is kept for analysis purposes. I also took the interviews in a way that did not draw attention to the surroundings. All steps above were to prevent the possibility of any negative effects and to keep the confidentiality of participants of the study (see Appendix A).

3.7. Conclusion

The purpose of this qualitative research was to explore parents' perceptions regarding value-based education, specifically focusing on the role of value-based schools. The chapter presented the justification for selecting a qualitative research design and described the research site, sampling, data collection, and analysis procedures. The chapter concluded by presenting

ethical considerations that guided this research project. The next chapter will present the findings of the study.

Chapter Four: Findings

This chapter reports on the analysis of data collected from seventh graders' parents. The study aims to understand the parents' perceptions of values promoted among students within the VBE program at schools. Data were collected from seven parents of one VBE school for high-ability students in south Kazakhstan.

The analysis presented findings in which 7 parents participated, who were recruited using a heterogeneous sample. The participants were organized on diverse professional backgrounds and genders. The participants of the study were assigned letters in order to maintain their confidentiality.

The following themes emerged from the analysis of interview data: (1) reasons behind choosing the VBE school; (2) values promoted at the VBE school; (3) the significance of values for society; (4) the role of the VBE school in children's education and upbringing; and (5) recommendation of parents to the VBE school.

4.1. The Role of School Psychologists in Career Guidance of Gifted Children

Interview data identified several factors related to the choice of VBE school such as (1) the school's reputation; (2) the school's unique characteristics, which will be reported in more details in the following sections.

The school's reputation

Many participants mentioned that VBE school has a good reputation in Kazakhstan. The analysis of interview data identified several reasons mentioned by the participants that contributed to the school's reputation, such as high results in the Olympiads in both national and international competitions and the school's emphasis on values. In addition to these reasons, most participants indicated the main reason for applying to the VBE school is that their relatives or acquaintances had also studied at the school. In fact, some parents themselves had studied at this school. Some of the participants' comments are as follows:

I am not far from this school, my brother studied, and my older son studied when he was preparing specifically for this school, now there are many schools, but we dedicated the general direction to this school, and we succeeded in the examination of this school. (Almat).

Our brother's son has studied here, and then the children of our uncle's relatives have studied here. And now we have been able to enter this school. On the one hand, you can think that studying here is the embodiment of my childhood dream. (Balzhan). "After that, many of my husband's friends, for example, are graduates of this school. For example, my close friends and groupmates who studied together at TarGu (university) also graduated from this school. Having seen all of them, we prepared ourselves for the goal of entering this school. (Fariza).

Another main reason behind choosing particularly the VBE school was the high quality of education provided by the school and the school's emphasis on values. Over half of those participants who answered this question reported that high education and a good upbringing provided by the school was their priority when choosing the school. Several participants reported that after realizing that a child has unique abilities, parents started to search for an appropriate

school for gifted children. The variety of schools was suitable for this criterion, but only several were offering value-based education; subsequently, parents' choice was fallen VBE schools with a high-quality education. Even students themselves were noticing the difference between gifted schools and VBE gifted schools:

Initially, we went to one school for gifted children and then we went to that site and studied there for a week. He saw the school there, everything is beautiful there, but they only care about education, education, education. And when comparing these aspects, the VBE school talks with the children individually, about why they are motivated, and what they are trying to do, and they study all this separately with a psychologist. (Darina)

The first reason I chose this school is that it is a high-quality education, and secondly, it is very helpful to have a modest, humane upbringing that can use the acquired knowledge in the right direction. (Balzhan)

According to statistics, strong Olympians come from this school. That's why we came here. (Yenlik)

Overall, the choice of parents and their children of VBE school has mostly been affected by its decent reputation in south Kazakhstan in particular. Moreover, the school's unique characteristics played a crucial role in the selection of this school as well.

The School's Unique Characteristics

The strong alumni community, which is a unique characteristic of VBE school, also affected the choice of parents. Most of the graduates of the school now work in high-paid and high-position jobs, in a variety of areas such as ministry, entrepreneurship, IT companies,

jurisdiction, etc. The collaboration and communication of the alumni community of the school are supported ceaselessly by organizing activities, and events, for example, by offering jobs and opportunities to each other or doing business together, and collaborating. Moreover, most of the alumni study and work abroad, thus supporting each other if one visits a foreign country. As participants commented:

After that, I liked the education of the children who graduated from this school, they become strong brothers with their classmates, and even if they go abroad, they somehow know each other or not, they pull each other and help each other. We are choosing this school for that purpose. (Yenlik)

We want him to get a higher education, live in a well-educated place, and have well-educated friends around him. Now, in this society, the most important thing is friends, friends have a lot of influence on a child, then the place of study, and then the family. (Fariza)

Another unique characteristic of the school is the strong preparation for Olympiad. If the student chooses the subject, then the school fully supports the child's chosen direction. For instance, Darina stated:

My younger brother graduated here, he won first and second places in computer science at the national Olympiad. He took part in the International Olympiad as well. When I see the students studying here, I am amazed that they are very well-educated and very intelligent children. Actually, only smart kids come here. In fact, when they graduated from here, their knowledge increased even more, and I was amazed at how many different Olympiads they participated in, even international ones. (Darina).

In general, the findings show that parents choose the VBE school because of its reputation and unique characteristic. One interesting detail is that only a few respondents

indicated that children had chosen the school. Another important observation is that several participants perceived choosing this particular school with a good reputation and alumni network as an investment to children; for example, Darina stated, “Today, investment is children’s education, general education is now an investment. That is why we sent our children to this school”.

4.2. Values Practiced at the VBE School in the Perception of Parents

The analysis of data illustrated the values that teachers and work staff of the VBE school practice in the perception of parents. Almost all participants of the research mentioned modesty and politeness as the common trait of the teachers at the VBE school. In addition, the analysis indicates that students themselves also create a positive atmosphere in the school. Regarding the teacher’s and students' traits, Serik commented: “The first thing that immediately stands out is modesty. Children are the first to greet everyone they know when someone enters the school. Teachers are very polite and humble. The foundation of education is humility”.

It seems that positive teachers’ and students’ traits also affected the parents' engagement in school life crucially. It was among the main reasons that some parents actively take part in a variety of activities and events at school. For example, Fariza commented:

Since September, I have been participating in competitions. I have been coming, because the energy, and aura of this place are strong and attract people. I have a lot of that energy, and aura, a good pupil, if you are good yourself, you are good, if a person is good with positive energy, he can attract anyone. In the Academy of Mothers, I see also good values.

Another important thing to mention from the perspectives of parents is that upbringing and education are approached individually by the VBE school teachers. Most of the parents

shared that the teachers visited their homes and created warm bonds between parents and the school. Meanwhile, the main aim of the teachers was to know better the child, his condition of living, and his preferences; for example, seeing the child's own room can reveal a lot of information about his character. Some parents reflected on their experience, stating:

Here I noticed that this attitude towards the child, for example, teachers, not only taught the lessons, but also wanted to look into the child's life, be it, teachers or school administration. For example: what are the children's preferences? What are they like at home? From what angle can we discover their potential? What are they interested in?
(Almat)

And when comparing these aspects, he talks with the children individually, why they are motivated, and where they are striving, and they study all this separately with a psychologist. Richard's work is very good. (Darina)

The participants' answers also showed that teachers have some philanthropist traits. Since parents have to work and children have to study, most of the events and activities for parents and children are organized at weekends. During the interviews, parents said that whatever problems they have, even minor issues regarding their children at school, teachers and tutors are always ready to help:

Recently, we were talking about the VBE school, and the teachers, I see, also have children; they sacrifice their own time for their children, run and work for our children, calling us, making us work on that project for our children, and work to the end for our children. I really liked such pure people and pure teachers. I can't say it anymore, this place is amazing. (Yenlik)

At school, I liked it very much. All teachers are very open, and very modest, at all times, day and night, they help with problems, penetrate into situations, and guide. (Balzhan)

Overall, the results revealed that in the perceptions of parents the VBE school staff are modest and polite, and approaches every child individually to guide them and educate them. Parents also noticed that values that are taught to their children are practised by the VBE school staff themselves

4.3. The Significance of Values for Society

The analysis of data collected from the participants revealed that there are generational differences regarding attitudes towards values. For example, for parents who experienced the times in the aftermath of the Soviet Union, the main priority was to survive and make sure that their children are not starving. Therefore, approximately 2-3 decades ago, there was a very low number of engagements of parents in school life; parents were only visiting the school when their children graduated. Children in that hard times were mostly self-sustain and faced issues on their own:

My brothers used to go to parent meetings at school, and sometimes I used to get information from the school and tell them that I needed these things. Our mother had to raise four children, my brothers were then students, and I am the youngest, they all need to earn money for their new studies, there is a road entrance, and I have my expenditures. I did not see the father's upbringing in general, and then it became unknown to me what the father's upbringing is. And then I'm learning something I didn't see at the time. What is value may not be understood, not known to older generations. (Almat)

However, since all the hardships had passed and the economy stabilized in the country the values among citizens are becoming important once again. Many parents feel a serious responsibility to inculcate values and provide the right upbringing to their children. That is why when parents are invited to do values-sharing hours for a group where their children study, they

take it very seriously. For instance, participant B commented in the following way: “The words you hear every day are the same, but when you spend an educational hour in the senior class, you think about what to say, look for information, and then look at it from a different angle, you feel responsibility, the depth”.

Moreover, along with responsibility, participants highlighted the importance of upbringing children in a values-based way. As it was mentioned previously, in the aftermath of the Soviet Union, the values were mostly neglected because the basic needs such as meals and having a roof over the head were in a prior place. Subsequently, major problems such as corruption, and crime rates increased in the country. Thus, if children’s upbringing were neglected, they would damage the parents’ well-being in the future materially and emotionally. In addition, since law-obedient citizens are the core of prospering society, parents feel their role in shaping such citizens. There are some illustrative comments regarding these things:

If you don't educate him right from a young age, he may be a problem for you tomorrow. Giving birth to a child is one thing, raising it is another. If he is uneducated, if he lives without values, it is your shame. It is your problem that he is like this. And feeling the responsibility before God, who is your child in terms of religion, morals, Kazakh, nation, who is Kazakh, how wonderful is our land, where does such a big land come from, like Kazakh character, his health. (Serik)

I think that he will be a citizen who will benefit this country through education. If he justifies this knowledge, gets an education and turns out to be a good person. I feel sorry for my country, now we are living in the old system, it is a disgrace, I have high hopes for these young people, to be honest. (Serik).

The education given without values is harmful, no matter how educated, or genius, but without value, and love for Humanity, that upbringing will really harm humanity.

(Balzhan)

In terms of parents' preferences about their way of upbringing, the analysis data indicated several values that are most preferred by the parents. Among the most preferred values was "kindness". Fariza expressed, "I only want kindness everywhere, in society, among friends, if you have kindness in your heart, I can't say anything else, faith, the ultimate thing of faith is kindness, that's what we lack in society. If there is kindness between parents and children, it is a bond". And Yenlik added some comment on this value: "Of course, value is very important. Kindness and brotherhood between brothers. He has studied, and tomorrow he will become an individual. If there is kindness, everything will come to the right places".

The next most mentioned value was "patriotism". Some of the parents' responses are as follows:

"I like patriotism more because it brings up a child useful to society." (Yenlik)

First of all, if he has masculinity and character, if he plays sports if he becomes a man and can protect his future wife tomorrow. First of all, I want you to grow up to be a man. I think that is patriotism. After his graduation, he will become a citizen of this country. I think that he will be a citizen who will benefit this country through education. (Serik)

The next frequently mentioned values were "respect", "humility", and "diligence". Almat mentioned that his priority value is respect, "The priority value is respect, mutual respect, respect for the mother, for the father, and for the attitude towards the sisters. In general, I think that

respect for the environment is the main thing for me”. And for values of modesty and diligence, there were the next comments from participants:

Gulnur: we allowed this child to grow up freely. It is said that the most important value is to create a comfortable zone for the child. We have created a comfortable environment for the child, and the most important duty of parents is to extend a helping hand to wherever the child's abilities are. I tell my son, set a goal for yourself, and work hard to achieve that goal.

In addition, humility was mentioned as an important trait of students and teachers within the VBE school:

In general, I love a modest person in life; sometimes, it happens that when talking to a person who is so educated, let him think how he is humble without pride, being so educated. (Balzhan)

Overall, the findings indicated that values have a significant place in the upbringing processes of children for parents and society and that there are generational differences between today's parents and past'. In the following theme, there will be parents' comments about accomplishments of their desired values at the VBE school are presented.

4.4. The Role of the VBE School in Children's Education and Upbringing

The analysis of the data has revealed the perceived impacts of the VBE school, such as acquiring desired values, increased communication with parents and comparing with former mainstream schools. In general, the parents were very optimistic about the accomplishment of desired values and the changes in their children. Several parents mentioned that their children become more serious compared to peers in former schools. The character of children also experienced changes toward the positive side; for instance, they become more respectful to their

parents, relatives and friends. Students become more hard-working, active, and curious. In addition, according to analysis, values-based activities for children made them more successful academically. Some of their responses are as follows:

In general, it has a strong influence on the progress of the child. My relationship is good, my child immediately found good friends, and I think he immediately got absorbed in this place. I'm thinking. (Darina)

My child is forming. We see more changes than before. He used to call his brother, who was 10 years older than him 'Asik'. Now he says 'Asik brother'. I am surprised that my son is in the 7th grade, but his treatment of 8th graders is as an older brother. Then it was seen that he is absorbing values. (Yenlik)

The child has learned to be a little self-sufficient, which he did not say before. (Almat)

The majority of respondents confessed that they are learning at school how to bring up, communicate, and handle issues with their children. They were very positive about the school's interaction with parents and agreed that there exclaimed that they there are many things to be learned from the VBE school.

Parents also mentioned a certain stigma in Kazakhstan toward psychologists and experts on children's education and upbringing. According to parents, it is more common in our culture to handle family-related issues themselves or just consult friends or relatives, while the service of experts and psychologists in more cases is neglected. The VBE school invites specialists in child upbringing for parents. There is some following response from participants:

For example, we Kazakhs do not seek for help from psychologists, it is an alien thing to go for the help of a psychologist. For example, how I tell my problem to someone that I

don't know, I solve it myself, or I have a friend who tries to solve my problem. But so the problem is not solved, he just listens, or he is not an expert in the problem. Last time, one psychologist from Astana told 4 ways to educate. This is the invitation of such qualified specialists. A qualified psychologist will also come tomorrow. For example, I can go to this school sometimes 4 times in a row, sometimes 5 times in a row, and on those days I will be at sports or meetings. (Almat)

Moreover, parents indicated that school pays special attention to fathers since fathers' involvement in children's upbringing is very low due to the common opinion that fathers are the main breadwinners and their main responsibility is to provide food to the family. However, even the fathers themselves during the interview confessed that their perceptions of children's upbringing are not entirely correct, and due to the school, they have learned a lot. There are some illustrative comments:

At that time, for example, raising a child through the involvement of a father, for example, since I came, I began to communicate with my children differently. When I come, I know that there is a benefit for me here. As soon as it appears, I will come here. I'm a parent committee, it's a responsibility, but I'm here to develop myself. I hope that God will bless us with another children or a grandson, and then we will know how to raise a child. The first thing that catches your eye is the attitude of teachers toward parents. How are you? For example, we all sat down and talked, for example, a person has warmth, there is warmth in school, and a person wants to come back to the place he likes for example. One big world made up of small little things (Almat)

A lot of work is done with fathers. In our country, fathers don't get involved in education much at school. The school attracts fathers to school and pays a lot of attention to their child's upbringing. (Yenlik)

Fathers have become isolated at the moment. First of all, what happened to our fathers, for example, if the child wanted to say something? Then he went to his mother's house to see if she was afraid of anything. Or if a child comes, we send it to your mother. What to do if not? How much money do you need? "I don't know," he said. He had no idea what was going on. Many fathers do not understand, and here I come to school to get rid of this. And I can't explain the same thing to other fathers. (Almat)

Another finding related to the role of the VBE school was that the school has strong and active communication with parents. During the interview, the parents said that they have a negative attitude toward former mainstream schools. This is because they barely knew teachers, they met teachers only once or twice a year, and the bond between mainstream schools and parents was too weak. Subsequently, they did not know how their children performed at school in the different subjects:

The main problem is the parents ' attitude to school ... Now, first of all, we come from a mainstream school, and a mainstream school instils in us a lot of emotions of anger. Because we can't go to school, we can't go in, and we can't get any information about the child. We'll see news only in Whatsapp chats on the phone, and only once in a while, you wrote to our home-room teacher. The following year, my son was transferred to another class. Even in the form, in the face, we do not see and talk with that new teacher. (Balzhan)

Meanwhile, the VBE school is implying parents visit the school and participate in different events organized by teachers or students. And there are a lot of experts and specialists who were invited by the school to educate and develop parents about the values proposed at the school. There are some following comments from participants:

Therefore, I would like to say that the things that are being done are taken systematically. An example of this is a strong professional in the same field at school, inviting specialists to the school to conduct a seminar. We participated in it, and in the beginning, we also participated online. (Almat)

Among the school's values, the most common one is bringing parents closer together. They regularly organize educational hours here. It is conducted by the parents themselves. The education hour itself is aimed at educating the individual. (Yenlik)

Now each game is unique with its own characteristics. What was so interesting about today's game, was its logic. (Fariza)

Overall, in the perception of parents, the VBE school positively influences the accomplishment of desired values and parental education. Most importantly, the VBE school creates unity among parents and thus enforces the bond between school life and parents as the main stakeholders.

4.5. Recommendation of Parents to the VBE School

The relatively new parents who have known the school only for four months indicated that they need some time to build their own viewpoints and to give proper recommendations. Nevertheless, the participants offered some suggestions, such as inculcating sex education into the VBE school program, teaching more practical things, and teaching values more systematically. Some other suggestions were inviting successful alumni or popular people to motivate students.

Regarding sex education, the analysis indicated that the Kazakh culture has taboo topics, especially those related to children. As a member of Kazakh culture, the participant confessed that parents are not able to teach taboo topics at home. Instead, they would be glad if it were taught at the schools. For example, Balzhan stated:

It seems to me that this is a problem, that it is necessary to introduce a child sex education, how to tell a new one, now in our society it is not openly spoken, but anyway you cannot neglect the responsibility. Girls are more sensitive now, and if you really think about their feelings, we should tell the senior boys, and when you talk to the Girl, Can you really bear the same responsibility in the future? It seems that one should teach the same attitude as the other. We really have this topic closed, and I, for example, do not discuss such topics in my family, I think in other families too. I think the children are also suffering because we don't teach them.

The next suggestion by the parents was to make a consistent and systematic approach to teaching values at the school. Again, talking about culture, the respondents admitted that the promoted values might have very short-term effects which can last only for a week or a month, while ideally, the values should be learnt life-long.

The participants also stated that despite the school's hard work in engaging parents toward school life, not all parents participate, thus making the values-based programs not fully achieved in terms of consistency:

More and more parents need a close relationship, and now many parents say that they don't have time, I call it an excuse, because, for the sake of the child, parents should put the child first. Only then will our child grow up, they are new, my child is asking me yesterday, can you come, mom? that. Parents say they don't want to go, but I think parents are important for a child, parents should be here, and parents should develop themselves together with the child. I think that we should develop ourselves first, and then the child will develop by looking up to us. (Fariza)

Parents should be involved here, the main problem here is the parents. I have nothing to say to the administration. They are now trying to work as hard as they can. I don't know now. (Yenlik)

Generally, most of the parents have positive attitudes to the VBE programs offered by the school.

4.6. Conclusion

The purpose of this chapter was to present the findings drawn from 7th graders' parents. The findings were organized into five themes: reasons behind choosing the VBE school, values that are practiced at the VBE school in the perception of parents, the significance of values for society, the role of the VBE school in children's education and upbringing, recommendation of parents to the VBE school. One significant finding was that parents are generally satisfied with the values promoted in the VBE school, with the school staff, and with the atmosphere of the school. Another important finding was that in the perceptions of parents, the school should involve more parents in order to successfully implement the VBE programs.

The next chapter discusses the findings in relation to existing research on similar topics and presents the implication of these findings to future research and practice.

Chapter Five: Discussion

In the previous chapter, I illustrated the findings identified during the thorough analysis of the data collected from one-on-one semi-structured interviews with parents of 7th graders. The findings were organized according to the themes emerging from interviews. In this chapter, I synthesize and discuss the outcomes of the research in light of the study's literature review, conceptual framework, and the main research question: What are the parents' perceptions about values promoted at the VBE school?

The chapter is organized into two sections. The first section considers the perceptions of parents about values promoted at the VBE school, while in the second section, I discuss the significance of values for society and the role of the VBE school in children's education and upbringing. The concluding section summarizes the study and provides the implications and limitations of the study.

5.1. Parents' Perceptions of Values Promoted at the VBE School

The findings suggested that parents chose the VBE school according to its unique characteristics and reputation. The strong alumni community was mentioned as the unique characteristic of the school. Another major reason behind choosing the VBE school was the children's upbringing by inculcating values. As was mentioned in the literature review, al-Ghazali stated that education can develop a "second nature" that eclipses a person's innate traits or "first nature" through great perseverance and effort (Alavi, 2007, p 317). All the factors that affect parents' choice of the VBE school are evident, so parents were fully aware that by applying to the school, they acquire at least these results: a strong alumni community that will have a crucial impact on children's life after graduating from the VBE school and having learned and practiced at least one of the values promoted at the school. This is consistent with the definition of Rieser (2008), who stated that VBE means the creation of social relationship skills that will last for a whole lifetime and academic achievements.

The participants in my research have not indicated their views on where values should be taught, whether predominantly at school or home. This suggests that parents are generally satisfied with the fact that values should be taught at schools. This is in contrast with the study

in Turkey conducted by Tay and Yildirim (2009) where 68% of the parents in the survey agreed that families should be primarily responsible for the transmission of values and 7.7% indicated that school and family should be evenly responsible in carrying out the mission.

Moving forward, my main research question was about the perception of parents toward values promoted at the VBE schools. I found that parents mostly appreciate such values as humility, modesty, respect, patriotism, kindness, and diligence. Expectedly, participants' appreciated and mentioned values are developed and promoted at the values-based school. "Humility" and "modesty" were the most frequently mentioned values by participants. However, these values are less prioritized in the perception of parents from other contexts (Lambrev, 2015; Tay & Yildirim, 2009; Uavere & Veisson, 2015). The study conducted by Uavere and Veisson (2015) revealed that the value of "pride" is not considered to be essential to teach at school in the perception of parents, so it means Estonian parents support the value of humility to some extent, but not as intensively as such values as "honesty", "helpfulness", and "cooperation ability".

It was also identified that such value as "respect" was also a priority value for parents in my research. This is consistent with previous research conducted in Rome (Lambrev, 2015). People in Rome also paid special attention to family ties, as they communicate a lot with relatives. In Kazakhstan, extended family is very important, and so is paying respect to elderly people. Some parents in my study mentioned that it was their child's choice to apply to this VBE school, which can be considered as respect toward the child's choice.

The next important value for Southern Kazakhstani parents was “patriotism”, consistent with the study conducted in Turkey, a country with whom Kazakhstan share geographical proximity and historical ties (Tay & Yildirim, 2009). The possible reason for prioritizing patriotism by my participant is organizing activities at schools. The VBE school regularly conducts the month of “Patriotism”, which includes all curricular and extra-curricular activities and events for parents focused on the value of “patriotism”, which can be considered as an additional impact toward this perception.

The values such as “kindness” and “diligence” were also identified as important values by the participants of my research. Parents from other contexts, such as Estonia, Rome, and Turkey, did not prioritize these values (Lambrev, 2015; Tay & Yildirim, 2009; Uavere & Veisson, 2015). For my participants, the value of “kindness” could be considered important value because of the aura of the school and the teacher’s traits, while the value of “diligence” could be considered as important because this value would support and enhance the self-development of the child.

In conclusion, the parents hold positive perceptions about the values promoted at the VBE school and the values they desire to be taught to their children coincide with the values at the VBE school. According to Hoover-Dempsey and Sandler (1997), the education of children according to their parent’s worldviews and convictions can positively impact the high involvement of the parents and children’s academic life, which is happening at the VBE school. In the next section, I will discuss the significance of values for society and the role of the VBE school in children’s education and upbringing.

5.2. The Significance of Values for Society and the Role of the VBE School in Children's Education and Upbringing

Generally, it was identified that the VBE school has a crucial role for society in following aspects such as parental involvement in school life, parental education on the upbringing of children, and the changes in the character of the students and their academic achievements. This is consistent with the positive impact of value education reported by studies conducted in Australia where teaching of values influenced student diligence, school climate generally, student-teacher interactions, teacher welfare, and family involvement in the learning process (Lovat et al., 2009).

Regarding parental involvement, as mentioned in the findings, parents have complaints about mainstream schools; they revealed that there is no connection between home-room teachers and parents in some schools. Subsequently, they have only minor information about what is happening with their children's behaviour and performance. The thing that parents were happy about in the VBE school is the high involvement of parents, which is one of the important ways to establish values in students. Therefore, the parents participate in various activities and events in the VBE school and develop a close relationship with home-room teachers.

Parents were also happy that the VBE school pays special attention to fathers for their involvement as well, since in Kazakhstan, fathers' participation in the school life of children is quite a rare trend. As was identified in one of the studies in Kosovo, students who reported strong parental participation along with strong belongingness, or high parental influence along

with a high level of teacher assistance had significantly affected student success both academically and socially than students who reported low parental involvement along with weak support at home and at school (Henderson & Mapp, 2002). Overall, strong parental involvement leads to only positive outcomes, such as preventing possible issues relating to a misunderstanding between school and parents, and more collaborative and productive work in the sphere of academics and values of students as most stakeholders are involved.

It was also revealed that along with the involvement of parents in school life, the VBE school provides parental education on topics related to children's upbringing. It is worth mentioning that the schools' climate also affected parents to visit the school. The VBE school used a variety of methods in the education of parents, for example, by inviting specialists, and psychologists, and organizing values-sharing hours for parents themselves. There are also other activities such as a cooking club, football and volleyball games for parents. During all of these activities, parents learn from one another by sharing their experiences and concerns. This is consistent with the research that children are expected to display better behaviour when families collaborate with the school, and therefore, the performance of the students at school is supposed to increase (Izzo et al., 1999). Many educational institutions prepare package education programs to enable parents to consciously participate in the educational process to improve cooperation between family and teacher, which helps children become good citizens (Izzo et al., 1999). To sum up, previous research indicates parental education has a crucial impact on children's character change toward promoted values at the VBE school, and the current case study school

seems to provide parents ample opportunities to not only get involved in the life of the school but also to get educated on how to support the upbringing of their children proactively.

The next aspect of the role of the VBE school is student character. It was identified that the VBE school played a crucial role in inculcating values in children in order to raise them not academically but integrally, including values, ethics, and good behaviour. According to the study's findings, this is because teachers practiced promoted values at the VBE school themselves, thus acting as a role model for the school's students. This is consistent with the research of Sanders (2013), where he also emphasized the significance of role models in teaching. However, according to Australian scholars, a small number of dedicated teachers cannot fully educate all students in values through their efforts. Apart from teachers, there is a need for an administration that can ensure the proper participation of teachers, students, and their parents in the value education system (Lovat et al., 2009). As was mentioned above, parents' perceptions in the current study seem to indicate that all components, such as parents' participation, students, and administration, are present in the current VBE school.

To sum up, my participants believe the VBE school's role is crucial for society; it positively affects students' diligence, a positive aura in the school, good and constant communication among stakeholders, and the participation of parents in school life. Although I could not measure these claims empirically, the research done by a group of Australian researchers who measured empirically the effect of value education on the diligence of the students, the atmosphere of the school, student-teacher relationships, the well-being of students and teachers, participation of

students' families in the educational processes found a positive association between value education and the above variables (Lovat et al., 2009).

5.3. Conclusion

To sum up, my participants believe the VBE school's role is crucial for society; it positively affects students' diligence, a positive aura in the school, good and constant communication among stakeholders, and the participation of parents in school life. Although I could not measure these claims empirically, the research done by a group of Australian researchers who measured the effect of value education on the diligence of the students empirically, the atmosphere of the school, student-teacher relationships, the well-being of students and teachers, participation of students' families in the educational processes found a positive association between value education and the above variables (Lovat et al., 2009).

Chapter Six: Conclusion

This chapter summarizes the findings of my study, which sought to explore the perceptions of parents toward promoted values at the school. The chapter is organized into three sections. The first section presents an overall summary of the study, revisiting research questions, while the second section presents recommendations to schools and policymakers. The final section provides implications for further research based on the findings of the study. .

6.1. Revisiting Research Questions

The research question that the study aimed to address is what are the perspectives of parents towards values education programs? The perceptions of parents toward the promoted values at the VBE (Values-Based Education) school appear to be positive. Parents chose the VBE school for its unique characteristics and reputation, with the strong alumni community being a significant factor. They believe that by enrolling their children in the VBE school, they

will benefit from a strong alumni network that will impact their children's lives after graduating. Parents also appreciate the values promoted at the school, such as humility, modesty, respect, patriotism, kindness, and diligence, which align with their own values.

The study indicates that parents are generally satisfied with the idea that values should be taught at schools, in contrast to a study conducted in Turkey (Tay & Yildirim, 2009) where a higher percentage of parents believed that families should primarily be responsible for transmitting values. The VBE school is seen as playing a role in parental education on the upbringing of children, and parents appreciate the values-based education their children receive.

Furthermore, the findings suggest that parents prioritize certain values that are promoted at the VBE school, such as humility, modesty, respect, patriotism, kindness, and diligence. Some of these values, like humility and modesty, were mentioned frequently by participants, even though they may be less prioritized in other contexts. Other values, such as kindness and diligence, were also identified as important by the participants in this study, although they were not as emphasized in other cultures or contexts.

The study also found that the VBE school's emphasis on patriotism aligns with the historical ties and geographical proximity of the region where the study was conducted. This also explains why patriotism is prioritized by parents. Additionally, the study suggests that the school's activities and events focused on patriotism may further reinforce the importance of this value in the perception of parents.

In conclusion, the findings suggest that parents have positive perceptions of the values promoted at the VBE school and appreciate the alignment between the values promoted at the school and their own values. The VBE school is seen as playing a critical role in parental education, the development of students' personalities, and fostering a strong alumni community. The study also highlights how the VBE school may influence future members of society through the values it promotes, as parents believe that the values taught at the school will have a lasting impact on their children's lives.

The discussion of the key findings, which provide clarity into the initial research questions, was presented in the previous chapter (Chapter 5: Discussion). The majority of the research's findings were consistent with previous research on the topic, although some unique findings were also revealed. For instance, "kindness" which was a uniquely mentioned value prioritized by my participants and not mentioned in previous research.

The main findings from the research suggest that the parents perceive values promoted at the VBE school positively and believe that the teachers at the VBE school practice these values themselves. According to parents' view, the significance of the VBE school is crucial in terms of educating parents on how to raise children and nurture the values that will foster the nation toward prosperity. The parents confessed that they are the main impediment to the implementation of values-based programs since a certain number of parents do not actively participate in school life.

6.2. Recommendation for Policy and School Administrators

Based on the analysis of the data, it is evident that values-based education (VBE) schools play a significant role in children's education and upbringing in Kazakhstan. The positive impacts of VBE schools, as reported by parents, include the acquisition of desired values, improved communication with parents, positive changes in children's behavior and character, increased academic success, and involvement of fathers in their children's upbringing. Therefore, the following recommendations are suggested for policymakers in Kazakhstan and the administration of VBE schools:

To promote the value-based approach in education: Policymakers should recognize the importance of value-based education and promote its integration into the national education system. This can be done by developing guidelines and curricula that incorporate values-based activities and initiatives in schools across the country.

To foster strong parent-school partnerships: The positive feedback from parents about the active communication and involvement of VBE schools with parents highlights the importance of strong parent-school partnerships. Policymakers and school administrators should continue to prioritize and promote regular communication and collaboration between parents and schools, including involving parents in decision-making processes related to education and upbringing.

To offer professional support for parents: The reluctance of parents to seek help from psychologists and experts on children's education and upbringing, as mentioned in the findings, suggests a need for professional support for parents. Policymakers and VBE schools should work

together to offer professional support services, such as counseling, workshops, and seminars, to help parents develop effective parenting skills, understand child development, and handle family-related issues. More attention should be given to fathers' involvement. The findings indicate that fathers in Kazakhstan may have limited involvement in their children's upbringing due to cultural norms and perceptions about gender roles. Policymakers and VBE schools should develop initiatives to provide training and support for fathers, encouraging their active participation in their children's education and upbringing. This can include workshops, seminars, and other forms of education and support specifically targeted at fathers to help them understand the importance of their role in their children's lives.

To enhance teacher-parent relationships: The positive feedback from parents about the warm and supportive attitude of teachers in VBE schools towards parents highlights the importance of building strong relationships between teachers and parents. Policy makers and school administrators should encourage and support initiatives that promote positive teacher-parent relationships, including regular communication, parent-teacher conferences, and workshops for teachers on effective parent engagement strategies.

To monitor and evaluate the impact of VBE schools: Policymakers and VBE school administrators should implement regular monitoring and evaluation mechanisms to assess the impact of values-based education on children's outcomes, including academic success, behavior,

and character development. This can help identify areas of improvement and ensure that the goals of VBE schools are being achieved.

In conclusion, based on the positive impacts of values-based education schools as reported by parents, it is recommended that policymakers in Kazakhstan and the administration of VBE schools continue to prioritize and promote the values-based approach in education, foster strong parent-school partnerships, provide training and support for fathers, offer professional support for parents, enhance teacher-parent relationships, and monitor and evaluate the impact of VBE schools to ensure the best possible outcomes for children's education and upbringing.

6.3. Implications for Future Research

This study examined the perspectives of parents about promoted values at the VBE school in the Southern part of Kazakhstan. In light of the educational reform that led schools to start implementing the national values education program, the study's conclusions could be beneficial for other mainstream and VBE schools in Kazakhstan. In this research, I explored the perceptions of parents through the data collected from one-on-one interviews. Future studies could study these perspectives through quantitative design, by covering a larger number of participants. Moreover, there is a lack of research on students' perceptions of values at the VBE schools, and it would also be beneficial to study VBE school alumni's perceptions as well about values that they have learned at schools and how it helped them in their adult life.

6.4. Conclusion

In conclusion, this study aimed to explore the perceptions of parents towards values education programs in a VBE school in Kazakhstan. The research revealed that parents have

positive perceptions of the values promoted at the VBE school, and appreciate the alignment between the values promoted at the school and their own values. The study also found that the VBE school is seen as playing a critical role in parental education, the development of students' personalities, and fostering a strong alumni community. Parents believe that the values taught at the school will have a lasting impact on their children's lives. The chapter is organized into three sections: revisiting research questions, recommendations to schools and policymakers, and implications for further research based on the findings of the study.

Based on the findings, policymakers in Kazakhstan and the administration of VBE schools are recommended to recognize the importance of value-based education and promote its integration into the national education system. They should also prioritize and promote regular communication and collaboration between parents and schools, including involving parents in decision-making processes related to education and upbringing. Furthermore, policymakers and VBE schools should work together to offer professional support services, such as counseling, workshops, and seminars, to help parents develop effective parenting skills, understand child development, and handle family-related issues. More attention should also be given to fathers' involvement, encouraging their active participation in their children's education and upbringing.

The study contributes to the existing body of literature on values education programs, and the unique findings, such as the importance of kindness and the role of VBE schools in parental education, offer new insights into the topic. The implications for further research highlight the need for more studies that examine the impact of VBE programs on students' academic success, behavior, and character development, and the role of schools in promoting values education.

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Appendices

Appendix A

INFORMED CONSENT FORM

Values education in an values-based school in the southern part of Kazakhstan

DESCRIPTION: You are invited to participate in a research study that aims to understand the views of parents towards a values education program. You have been invited because you are a parent of a 7th grader in the school.

TIME INVOLVEMENT: If you decide to take part, I will ask you to participate in a face-to-face interview which might last between 40 to 60 minutes. The interview will cover the reasons you selected this school for your child and your perspectives on the values promoted at the school. With your permission, I will record the interview.

RISKS AND BENEFITS: The study has no potential risks concerning your personal and professional life. However, a number of minor risks might occur such as the time you will spend for the interview which might cause disruption to your professional and personal lives. In this consideration, I will allow you to choose the location and time at your convenience. Another risk might be the feeling of discomfort when asked to answer some questions, however you will always have an option to skip the question. Your confidentiality will be protected with the use of pseudonyms. The recorded interviews and transcripts will be stored on my personal password protected computer.

The benefits which may reasonably be expected to result from this study include opportunities for you to reflect on your practices within a values education program, and to raise your awareness of the concept of values education for improving your upbringing process of your children. You will also assist to school administrators in comprehending and obtaining a broader understanding of the values taught at the school which will allow them to offer exceptional programs.

PARTICIPANT'S RIGHTS: If you have read this form and have decided to participate in this project, please understand your participation is voluntary and you have the right to withdraw your consent or discontinue participation at any time without penalty or loss of benefits to which you are otherwise entitled. The alternative is not to participate. You have the right to refuse to answer particular questions. The results of this research study may be presented at scientific or professional meetings or published in scientific journals.

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, Naureen Durrani, naureen.durrani@nu.edu.kz , +77711614498

Independent Contact: If you are not satisfied with how this study is being conducted, or if you have any concerns or complaints about the research or your rights as a participant, please contact the chair of GSE IREC, Dr Matthew Courtney (matthew.courtney@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;

I consent to my interview being audio recorded

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.

АҚПАРАТТЫ КЕЛІСІМ ФОРМАСЫ

Қазақстанның оңтүстік аймағындағы құндылықтарға негізделген мектепте құндылықтарды оқыту

СИПАТТАМАСЫ: Сізді құндылықтарды оқыту бағдарламасына ата-аналардың көзқарасын түсінуге бағытталған зерттеуге қатысуға шақырамыз. Сіз мектептегі 7-сынып оқушысының ата-анасы болғандықтан шақырылдыңыз

ҚАТЫСУ УАҚЫТЫ: Егер сіз қатысуға келіссеңіз, мен сізден 40-тан 60 минутқа дейін созылуы мүмкін бетпе-бет сұхбатқа қатысуыңызды сұраймын. Сұхбатта сіздің балаңыз үшін осы мектепті таңдағаныңыздың себептері және мектептегі құндылықтарға деген көзқарастарыңыз талқыланады. Рұқсатыңыз болса, сұхбат диктофонға жазылады.

ҚАУІПТЕР МЕН ПАЙДАЛАР: Зерттеу сіздің жеке немесе кәсіби өміріңізге ешқандай қауіп төндірмейді. Дегенмен, сіздің кәсіби және жеке өміріңізді бұзуы мүмкін сұхбатқа жұмсалған уақыт сияқты бірқатар шағын тәуекелдер болуы мүмкін. Осыған байланысты мен сізге қалаған жер мен уақытты таңдауға мүмкіндік беремін. Тағы бір қауіп - кейбір сұрақтарға жауап беру сұралғанда ынғайсыздық сезінуі мүмкін, бірақ сізде әрқашан сұрақты өткізіп жіберу мүмкіндігі болады. Сіздің құпиялылығыңыз бүркеншік аттарды пайдалану арқылы қорғалады. Жазылған сұхбаттар құпия сөзбен қорғалған жеке компьютерімде сақталады.

Бұл зерттеуден күтуге болатын сізге пайдалары құндылық білім беру бағдарламасындағы тәжірибеңіз туралы ой жүгірту мүмкіндігі және ата-ана тәрбиесі процесін жақсарту үшін

құндылықтарды тәрбиелеу тұжырымдамасы туралы хабардарлығыңызды арттыру мүмкіндігі кіреді. Сіз сондай-ақ мектеп әкімшілеріне мектепте оқытылатын құндылықтарды түсінуге және кеңірек түсінуге көмектесесіз, бұл оларға балалардағы құндылықтарды дамыту үшін неғұрлым сәйкес бағдарламаларды жасауға мүмкіндік береді.

ҚАТЫСУШЫНЫҢ ҚҰҚЫҚТАРЫ: Егер сіз осы нысанды оқып шыққан болсаңыз және осы жобаға қатысуды шешсеңіз, сіздің қатысуыңыз ерікті екенін және сіз кез келген уақытта айыппұлсыз өз келісіміңізбен бас тартуға немесе қатысуыңызды тоқтатуға құқығыңыз бар. Кейбір сұрақтарға жауап беруден бас тартуға құқығыңыз бар. Бұл зерттеудің нәтижелері ғылыми немесе кәсіби жиналыстарда ұсынылуы немесе ғылыми журналдарда жариялануы мүмкін.

БАЙЛАНЫС АҚПАРАТЫ:

Сұрақтар: Егер сізде осы зерттеуге, оның процедураларына, тәуекелдеріне және артықшылықтарына қатысты сұрақтарыңыз, алаңдаушылықтарыңыз немесе шағымдарыңыз болса, осы студенттік жұмыстың магистрлік диссертациясының жетекшісі Наурин Дурраниге хабарласыңыз, naureen.durrani@nu.edu.kz, +77711614498.

Тәуелсіз байланыс: Егер сіз осы зерттеудің жүргізілу тәсіліне қанағаттанбасаңыз немесе зерттеуге немесе қатысушы ретіндегі құқықтарыңызға қатысты қандай да бір алаңдаушылықтарыңыз немесе шағымдарыңыз болса, GSE IREC төрағасы, доктор Мэттью Кортниге (matthew.courtney@nu.edu.kz) хабарласыңыз.

Осы зерттеуге қатысуға келіссеңіз, осы келісімге қол қойыңыз.

Мен берілген ақпаратты мұқият оқып шықтым;

Маған зерттеудің мақсаты мен тәртібі туралы толық ақпарат берілді;

Жиналған деректер қалай пайдаланылатынын және кез келген құпия ақпарат тек зерттеушілерге көрінетінін және басқа ешкімге айтылмайтынын түсінемін;

Мен бұл жобадан кез келген уақытта бас тарта алатынымды түсінемін;

Сұхбатымның аудиоға жазылуына келісемін;

Жоғарыда айтылғандардың барлығын толық біле отырып, мен өз еркіммен осы зерттеуге қатысуға келісемін.

Қолы: _____ Күні: _____

Қол қойылған және күні қойылған келісім пішімінің қосымша көшірмесі сізде сақталады.

ФОРМА ИНФОРМИРОВАННОГО СОГЛАСИЯ

Воспитание ценностей в ценностно-ориентированной школе на юге Казахстана

ОПИСАНИЕ: Вам предлагается принять участие в исследовании, целью которого является изучение взглядов родителей на программу обучения ценностям. Вы были приглашены, потому что являетесь родителем семиклассника школы.

ВРЕМЯ УЧАСТИЯ: Если вы решите принять участие, я попрошу вас принять участие в личном интервью, которое может длиться от 40 до 60 минут. Интервью будет о причинах, по которым вы выбрали эту школу для своего ребенка, и о ваших взглядах на ценности, пропагандируемые в школе. С вашего позволения, я запишу интервью на аудиозапись.

РИСКИ И ПРЕИМУЩЕСТВА: Исследование не несет потенциальных рисков для вашей личной и профессиональной жизни. Однако может возникнуть ряд незначительных рисков, таких как время, которое вы потратите на собеседование, которое может нарушить вашу профессиональную и личную жизнь. В связи с этим я позволю вам выбрать место и время по вашему усмотрению. Еще одним риском может быть чувство дискомфорта, когда вас просят ответить на некоторые вопросы, однако у вас всегда будет возможность пропустить вопрос. Ваша конфиденциальность будет защищена использованием псевдонимов. Записанные интервью будут храниться на моем персональном компьютере, защищенном паролем.

Преимущества, которые можно ожидать в результате этого исследования, включают в себя возможность для вас поразмышлять о своей практике в рамках программы обучения ценностям и повысить вашу осведомленность о концепции обучения ценностям для улучшения вашего процесса воспитания ваших детей. Вы также поможет администраторам школ понять и получить более широкое понимание ценностей, преподаваемых в школе, что позволит им создавать более подходящие программы для развития ценностей у детей.

ПРАВА УЧАСТНИКА: Если вы прочитали эту форму и решили участвовать в этом проекте, пожалуйста, имейте в виду, что ваше участие является добровольным, и вы имеете право отозвать свое согласие или прекратить участие в любое время без штрафных санкций или потери преимуществ, к которым вы в противном случае озаглавленный.

Альтернатива - не участвовать. Вы имеете право отказаться отвечать на определенные вопросы. Результаты этого исследования могут быть представлены на научных или профессиональных встречах или опубликованы в научных журналах.

КОНТАКТЫ:

Вопросы: Если у вас есть какие-либо вопросы, опасения или жалобы по поводу этого исследования, его процедур, рисков и преимуществ, свяжитесь с научным руководителем магистерской работы по этой студенческой работе, Наурин Дуррани, naureen.durrani@nu.edu.kz, +77711614498.

Независимое контактное лицо: Если вы не удовлетворены тем, как проводится это исследование, или если у вас есть какие-либо опасения или жалобы по поводу исследования или ваших прав в качестве участника, пожалуйста, свяжитесь с председателем GSE IREC, доктором Мэтью Кортни (matthew.courtney@nu.edu.kz).

Пожалуйста, подпишите это согласие, если вы согласны участвовать в этом исследовании.

Я внимательно прочитал предоставленную информацию;

Мне предоставлена полная информация о целях и процедурах исследования;

Я понимаю, как будут использоваться собранные данные, и что любая конфиденциальная информация будет видна только исследователям и не будет раскрыта никому другому;

Я понимаю, что могу выйти из исследования в любое время без
причина;

Я даю согласие на аудиозапись моего интервью

Сознавая все вышеизложенное, я добровольно соглашаюсь участвовать в этом
исследовании.

Дата подписания: _____

Дополнительный экземпляр этой подписанной и датированной формы согласия остается у
вас.

Appendix B

INTERVIEW PROTOCOL

Date:

Place:

Time:

Interviewee code/ pseudonym:

Interviewee gender, ethnicity and occupation:

Interview components:

- Greeting the participant
- Informing about the confidentiality issues and duration
- Informing how the interview will be conducted, including audio recording
- Giving the hard copy of the consent form, having it signed by the participant • Giving a possibility for a participant to ask questions
- Interview itself
- Saying goodbye and informing of a possibility for a member check

The Semi-structured interview sample questions for individual interviews

1. Tell me why did you select this school for your child?
2. What particular values at the school attract you most?
3. To what extent are values important to you during the upbringing of your children?
4. What values are important to you in upbringing your children?
5. To what extent your preferred values are developed at school?
6. Do you think sufficient attention is given to values in the school? What is your suggestion to the school?
7. What are potential benefits of having a values education program at the school?
8. What are potential challenges of implementing a values education program at the school?
9. Are there any values that you think the school should teach?
10. What would you suggest to the school administration about strengthening values-based education at the school?

СҰХБАТ ПРОТОКОЛЫ

Күні:

Орны:

Уақыты:

Сұхбат берушінің коды/псевдоним:

Сұхбат берушінің жынысы мен кәсібі:

Сұхбаттың құрамдас бөліктері:

- Қатысушылармен сәлемдесу
- Құпиялылық мәселелері мен ұзақтығы туралы ақпарат беру
- Сұхбаттың қалай өтетінін, соның ішінде аудиожазбаны хабарлау
- Қатысушы қол қойған келісім формасының қағаз көшірмесін беру
- Қатысушыларға сұрақтар қоюға мүмкіндік беру
- Сұхбаттың өзі
- Қоштасу және қатысушыны тексеру мүмкіндігі туралы хабарлау

Жеке сұхбатқа арналған жартылай құрылымдық сұхбат сұрақтарының мысалдары

1. Балаңыз үшін осы мектепті таңдаған себебіңіз?
2. Мектептегі қандай құндылықтар сізге көбірек ұнайды?
3. Бала тәрбиесінде құндылықтар сіз үшін қаншалықты маңызды?
4. Балаларды тәрбиелеуде сіз үшін қандай құндылықтар маңызды?
5. Сіздің қалаған құндылықтарыңыз мектепте қаншалықты қалыптасады?

6. Мектепте құндылықтарға жеткілікті көңіл бөлінеді деп ойлайсыз ба? Мектепке не ұсынасыз?
7. Мектептегі құндылықтарды оқыту бағдарламасының әлеуетті артықшылықтары қандай?
8. Мектепте құндылықтарға білім беру бағдарламасын жүзеге асырудың ықтимал қиындықтары қандай?
9. Сіздің ойыңызша, мектептер үйретуі керек басқа да құндылықтар бар ма?
10. Мектептердегі құндылықтарға негізделген білім беруді күшейту бойынша мектеп әкімшілігіне қандай кеңес берер едіңіз?

ПРОТОКОЛ ИНТЕРВЬЮ

Дата:

Место:

Время:

Код интервьюируемого/псевдоним:

Пол этническая принадлежность и род занятий интервьюируемого,:

Компоненты интервью:

- Приветствие участника
- Информирование о вопросах конфиденциальности и продолжительности
- Информирование о том, как будет проходить интервью, включая аудиозапись
- Предоставление печатной копии формы согласия, подписанной участником •

Предоставление участникам возможности задавать вопросы

- Само интервью
- Прощание и информирование о возможности проверки участника

Примеры вопросов полуструктурированного интервью для индивидуальных интервью

1. Скажите, почему вы выбрали эту школу для своего ребенка?
2. Какие ценности в школе вас больше всего привлекают?
3. Насколько важны для вас ценности при воспитании детей?
4. Какие ценности важны для вас в воспитании детей?
5. В какой степени ваши предпочтительные ценности сформированы в школе?

6. Считаете ли вы, что ценностям уделяется достаточно внимания в школе? Что вы предлагаете школе?
7. Каковы потенциальные преимущества программы обучения ценностям в школе?
8. Каковы потенциальные трудности реализации программы воспитания ценностей в школе?
9. Есть ли какие-то ценности, которым, по вашему мнению, должна учить школа?
10. Что бы вы посоветовали администрации школы по укреплению ценностно-ориентированного образования в школе?

Appendix C

Dear parents,

I am a master student from Nazarbayev University Graduate School of Education who has been in touch with your school leader _____. I am interested in understanding the parents' perceptions of values promoted among students within the values-based education program at schools. The present study will assist school administrators and parents in comprehending and obtaining a broader understanding of the values taught at the school. The current research is crucial in developing the importance of values and their impact on a student's development as a member of society.

I am inviting you to take part in an interview.

If you choose to participate, I will schedule an interview with you lasting no more than an hour.

It could take place at school in a private room or classroom, or could be scheduled outside in another location if you prefer. During the interview, I will take notes and record your answers on a digital recorder if you agree. These recordings will only be used and analyzed by me.

I am attaching a sample consent form for you to see more details about the study as approved by the ethical review board of the Graduate School of Education (GSE) IREC.

If you would like to learn more, please email Tulegenov Adil, ad.adil@inbox.ru or call/text at +7 707 453 29 35.

Thank you for your time and attention to this important topic. I hope to hear from you soon.

Sincerely,

Tulegenov Adil (Nazarbayev University Graduate School of Education)

Құрметті ата-аналар,

Мен Назарбаев Университетінің Жоғары білім мектебінің магистрантымын және сіздің мектебіңіздің басшысына хабарластым _____. Мен ата-аналардың мектептегі құндылықтарға негізделген білім беру бағдарламасы арқылы оқушылар арасында насихатталатын құндылықтарға көзқарастарын зерттеймін. Бұл зерттеу мектеп әкімшілері мен ата-аналарға мектептерде оқытылатын құндылықтарды түсінуге және кеңірек түсінуге көмектеседі. Қазіргі зерттеу құндылықтардың маңыздылығын және олардың оқушының қоғам мүшесі ретінде дамуы үшін өте маңызды.

Сіздерді сұхбатқа қатысуға шақырамын.

Егер сіз қатысуға ниет білдірсеңіз, мен сұхбатты бір сағаттан аспайтын уақытқа жоспарлаймын. Өңгімелесу орны мектепте жеке бөлмеде немесе сыныпта болуы мүмкін немесе қалауыңыз бойынша мектептен тыс басқа жерде жоспарланған болуы мүмкін.

Сұхбат барысында мен жазбаларды алып, жауаптарыңызды аудио жазбаға жазып аламын, сіздің рұқсатыңыз болған жағдайда. Бұл жазбаларды мен ғана қолданамын және талдаймын.

IREC Жоғары білім беру мектебі (GSE) этика кеңесі мақұлдаған зерттеу туралы толығырақ ақпаратты көруіңіз үшін мен келісім үлгісін қосамын.

Толық білгіңіз келсе, Төлегенов Әділге, ad.adil@inbox.ru электронды поштасына немесе +7 707 453 29 35 нөміріне қоңырау шалыңыз/хабарласыңыз.

Осы маңызды тақырыпқа уақыт бөліп, назар аударғаныңызға рахмет.

Құрметпен,

Түлегенов Адил (Назарбаев Университеті Жоғары білім мектебі)

Дорогие родители,

Я учусь в магистратуре Высшей школы образования Назарбаев Университета и связался с руководителем вашей школы _____. Мне интересно понять, как родители воспринимают ценности, пропагандируемые среди учащихся в рамках программы ценностно-ориентированного образования в школах. Настоящее исследование поможет администраторам школ и родителям понять и получить более широкое представление о ценностях, которым учат в школе. Текущее исследование имеет решающее значение для развития важности ценностей и их влияния на развитие учащегося как члена общества. Я приглашаю вас принять участие в интервью.

Если вы решите принять участие, я назначу вам интервью продолжительностью не более часа. Место интервью может быть в школе в отдельной комнате или классе, или может быть запланировано в другом месте за пределами школы, по вашему предпочтению. Во время интервью я буду делать заметки и записывать ваши ответы на цифровой диктофон, если вы согласны. Эти записи будут использоваться и анализироваться только мной.

Я прилагаю образец формы согласия, чтобы вы могли ознакомиться с более подробной информацией об исследовании, одобренной советом по этике Высшей школы образования (GSE) IREC.

Если вы хотите узнать больше, пожалуйста, напишите мне Тулегену Адилью, ad.adil@inbox.ru или позвоните/отправьте сообщение по телефону +7 707 453 29 35.

Спасибо за ваше время и внимание к этой важной теме.

Искренне,

Тулегенов Адиль (Высшая школа образования Назарбаев Университета)

Appendix D

Codes and their convergence into the main themes

Codes	Sub-themes	Salient themes
<ul style="list-style-type: none"> · Child upbringing · Relatives studied · Child choice · High-quality education · Modest teachers · More emphasis on values · Strong alumni community · Olympiad results · Investments · Good friends (community) · More concentration on values · Satisfied with decision · Relatives' advice 	<p>The school's reputation</p>	<p>Reasons behind choosing the VBE school</p>
	<p>The school's unique characteristics</p>	
<ul style="list-style-type: none"> · Old traditional values · National values · Teachers practice what they teach · The atmosphere of the school · Modest teachers · Lesson and values · The pupil and emotions in school · All workers are sharing values 		<p>Values promoted at the VBE school</p>

<ul style="list-style-type: none"> · Generation differences · Responsibility and depth · Importance of values · Childhood of a parent 		The significance of values for society
<ul style="list-style-type: none"> · Parents learning from school · Value of respect · Child-became self-sufficient · Preference of values · Teachers must not have all responsibility · Making parents responsible · Responsibility and Modesty · Trust to school methods · Changes in character 		The role of the VBE school in children's education and upbringing
<ul style="list-style-type: none"> · The taboo topic · The Necessity of sex education · More involvement of fathers · The Kazakh culture · Consistency in teaching values · National values 		Recommendation of parents to the VBE school.

