

**Curriculum Internationalization and National Identity: A Quantitative Study on the
Perceived Impact of the IB Curriculum in Kazakhstani Schools**

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

Yours sincerely,

Daniel Hernández Torrano

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Abstract

Curriculum Internationalization and National Identity: A Quantitative Study on the Perceived Impact of the IB Curriculum in Kazakhstani Schools

This study examines how the International Baccalaureate (IB) curriculum is perceived in relation to national identity in Kazakhstan, with a particular focus on civic and ethnic identity dimensions. Situated within the broader context of curriculum internationalization and post-Soviet nation-building, the study addresses the tension between global educational frameworks and state-driven identity priorities. Adopting a quantitative, non-experimental, cross-sectional survey design, data were collected from 114 educational stakeholders across IB schools in Kazakhstan. The study utilized validated instruments to measure civic and ethnic identity alongside perceptions of IB curriculum implementation and related school- and classroom-level practices. Descriptive and inferential statistical analyses, including correlation, *t*-tests, and ANOVA, were conducted to examine patterns and differences across demographic groups. The findings indicate that the IB curriculum is generally perceived to be associated with stronger civic identity, particularly through its emphasis on global citizenship, critical thinking, and intercultural understanding. In contrast, its relationship with ethnic identity appears weaker and less consistent, with concerns related to the marginalization of local language, culture, and historical narratives. The results also highlight the central role of teacher mediation and school-level practices in shaping how global curricular principles are interpreted and adapted within local contexts. This study contributes to the literature by providing empirical evidence from a post-Soviet context, demonstrating that the relationship between international curricula and national identity is not uniform but mediated through implementation processes. The findings point to a structural misalignment between policy objectives and curriculum practice, highlighting the need for more deliberate and systematic approaches to curriculum localization.

Key words: Curriculum internationalization; national identity formation; civic and ethnic identity; International Baccalaureate (IB); global citizenship education; curriculum localization; teacher mediation; policy–practice misalignment

Аңдатпа

Халықаралық оқу бағдарламасы және ұлттық бірегейлік: Қазақстан мектептеріндегі Халықаралық Бакалавриат (ХБ) бағдарламасының ықпалын қабылдау бойынша сандық зерттеу

Бұл зерттеу Қазақстандағы Халықаралық Бакалавриат (ХБ) оқу бағдарламасының ұлттық бірегейлікпен қалай байланыста қабылданатынын қарастырады, азаматтық және этникалық бірегейлік өлшемдеріне басты назар аударылады. Зерттеу халықаралық білім беру және посткеңестік мемлекеттердегі ұлт қалыптастыру үдерістері контекстінде жүргізіліп, жаһандық білім беру модельдері мен мемлекеттік бірегейлік саясаттары арасындағы шиеленісті талдайды. Зерттеу сандық, эксперименттік емес, көлденең (cross-sectional) сауалнама дизайны негізінде жүзеге асырылды. Деректер Қазақстандағы ХБ мектептерінде жұмыс істейтін 114 білім беру саласының өкілдерінен жиналды. Зерттеуде азаматтық және этникалық бірегейлікті өлшеуге арналған тексерілген құралдар, сондай-ақ ІВ бағдарламасының жүзеге асырылуына және мектеп пен сынып деңгейіндегі тәжірибелерге қатысты қабылдауларды анықтайтын шкалалар қолданылды. Мәліметтер сипаттамалық және инференциялық статистикалық әдістер арқылы (корреляция, t-тест, ANOVA) талданды. Нәтижелер ХБ бағдарламасының азаматтық бірегейлікпен оң байланыста қабылданатынын көрсетеді, әсіресе жаһандық азаматтық, сыни ойлау және мәдениетаралық түсіністікке басымдық беру арқылы. Ал этникалық бірегейлікпен байланысы әлсіз әрі біркелкі емес болып шықты, бұл жергілікті тіл, мәдениет және тарихи мазмұнның жеткіліксіз көрініс табуына қатысты алаңдаушылықтармен байланысты. Сонымен қатар, зерттеу нәтижелері мұғалімдердің делдалдық рөлі мен мектеп деңгейіндегі тәжірибелердің шешуші маңызын көрсетті, өйткені дәл осы деңгейде жаһандық оқу мазмұны жергілікті контекске бейімделеді.

Бұл зерттеу әдебиетке посткеңестік контекстен эмпирикалық дәлелдер келтіру арқылы үлес қосады, бұл халықаралық оқу бағдарламалары мен ұлттық сәйкестік арасындағы байланыс біркелкі емес, керісінше енгізу процестері арқылы жүзеге асырылатынын көрсетеді. Нәтижелер білім беру саясаты мен оқу бағдарламаларын бейімдеуде жүйелі және мақсатты локализация тәсілдерінің қажеттілігін айқындайды.

Кілт сөздер: оқу бағдарламасының интернационалдануы; ұлттық бірегейліктің қалыптасуы; азаматтық және этникалық бірегейлік; Халықаралық бакалавриат (IB); жаһандық азаматтық білім беру; оқу бағдарламасын локализациялау; мұғалімнің делдалдық рөлі; саясат пен практика арасындағы сәйкессіздік.

Аннотация

Международные учебные программы и национальная идентичность:

количественное исследование восприятия влияния программы Международного

Бакалавриата (МБ) в казахстанских школах

Данное исследование рассматривает, как программа Международного Бакалавриата (МБ) воспринимается в контексте национальной идентичности в Казахстане, с особым акцентом на гражданскую и этническую её составляющие. Работа выполнена в рамках более широких дискуссий об интернационализации образования и процессах нациестроительства в постсоветских странах, где глобальные образовательные модели сосуществуют с государственными приоритетами укрепления национальной идентичности. Исследование основано на количественном, неэкспериментальном, кросс-секционном опросном дизайне. Эмпирические данные были собраны у 114 участников (учителей), работающих в школах с программой IB в Казахстане. В исследовании использовались валидированные инструменты для измерения гражданской и этнической идентичности, а также шкалы, отражающие восприятие реализации программы IB и связанных с ней школьных и классных практик. Анализ данных проводился с применением описательной и инференциальной статистики, включая корреляционный анализ, *t*-тесты и однофакторный дисперсионный анализ (ANOVA). Результаты показывают, что программа IB в целом воспринимается как связанная с более высоким уровнем гражданской идентичности, в частности за счёт акцента на глобальном гражданстве, критическом мышлении и межкультурном взаимодействии. В то же время её связь с этнической идентичностью является более слабой и неоднозначной, что сопровождается опасениями относительно недостаточной представленности локального языка, культуры и исторического контекста. Кроме того, результаты подчёркивают ключевую роль учителей и школьных практик в качестве

посредников, через которых глобальные образовательные принципы интерпретируются и адаптируются к локальному контексту. Исследование вносит вклад в научную литературу, предоставляя эмпирические данные из постсоветского контекста и демонстрируя, что связь между международными учебными программами и национальной идентичностью не является однородной, а опосредуется процессами реализации на уровне школы. Полученные результаты указывают на структурное несоответствие между политическими целями и практикой внедрения и подчёркивают необходимость более системного и целенаправленного подхода к локализации международных образовательных программ.

Ключевые слова: интернационализация учебной программы; формирование национальной идентичности; гражданская и этническая идентичность; Международный бакалавриат (IB); образование в области глобального гражданства; локализация учебной программы; посредническая роль учителя; несоответствие между политикой и практикой.

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Chapter 1: Introduction

This chapter establishes the rationale for examining how the International Baccalaureate (IB) curriculum is perceived in relation to national identity in Kazakhstani schools. The study is situated within broader debates on the internationalization of education, where global curricular models promoting intercultural understanding and global citizenship intersect with national priorities of civic cohesion and cultural preservation.

The chapter begins by outlining the global expansion of international education, with particular attention to the growth of the IB curriculum and its increasing adoption in Kazakhstan. It highlights the tension between global citizenship frameworks and national identity priorities, an issue that is especially pronounced in post-Soviet contexts where nation-building and global integration occur simultaneously.

Building on this context, the chapter defines the research problem, emphasizing the need to understand how educational stakeholders interpret the relationship between the IB curriculum and national identity. While national identity can be conceptualized through multiple dimensions, including civic, ethnic, hybrid, and transnational forms, this study focuses exclusively on civic and ethnic identity as the only empirically measured dimensions, due to the fact that civic and ethnic identity are the most theoretically established and policy-relevant dimensions of national identity in Kazakhstan.

Accordingly, the study examines stakeholders' perceptions of civic and ethnic identity and how these are associated with perceived IB curriculum implementation. The chapter then presents the purpose of the study, formulates the research questions, and explains the significance of the research for educational policy, curriculum development, and academic discourse in comparative education and identity studies.

Background Information

Kazakhstan's education system has undergone significant reform over the past decade, driven by a strategic ambition to align with global standards and enhance international competitiveness (Government of the Republic of Kazakhstan, 2025). A central element of this reform agenda has been the increasing adoption of international curricula, particularly the International Baccalaureate (IB), across both public and private schools.

The IB curriculum promotes international-mindedness, intercultural understanding, and global citizenship, encouraging students to engage with diverse perspectives and global issues (IB, 2021). These aims align with Kazakhstan's broader aspirations for global integration (President of the Republic of Kazakhstan, 2020). However, they also introduce potential tensions within a national context where education plays a key role in fostering civic cohesion, cultural continuity, and national identity.

This tension is particularly significant in post-Soviet contexts such as Kazakhstan, where processes of nation-building continue alongside efforts toward globalization (Seidikenova et al., 2020). Educational policy is expected to prepare students for participation in a globalized world and to reinforce shared values, language, and cultural identity. The introduction of international curricula therefore raises critical questions about how global and national priorities are balanced within the education system.

Within this context, understanding how educational stakeholders interpret the relationship between the IB curriculum and national identity becomes essential. While international education is often associated with the development of global perspectives, its implications for civic and ethnic identity within national contexts remain contested and insufficiently explored, particularly in Kazakhstan.

Research Problem

The rapid internationalisation of education has led to the widespread adoption of global curricula, with the International Baccalaureate (IB) emerging as a prominent model across diverse national contexts. Designed to promote global citizenship, intercultural understanding, and critical thinking, the IB is often positioned as a benchmark of educational quality (Dervin & Yuan, 2023; Resnik, 2012). In Kazakhstan, its expansion forms part of a broader state-driven effort to modernise the education system and align it with global standards.

However, this shift occurs within a policy environment that simultaneously prioritises national identity. Kazakhstan's education system is expected to foster civic cohesion, cultural continuity, and ethnic harmony, reflecting ongoing post-Soviet nation-building objectives (Boman & Mussakhanova, 2024; Niyozov et al., 2020). This creates a structural tension: while international curricula promote global orientations, national policy frameworks emphasise the consolidation of a unified national identity.

Although the IB framework allows for contextual adaptation, concerns have been raised regarding its cultural implications in transitional societies. Scholars argue that international curricula, often grounded in Western epistemological traditions and delivered primarily in English, may marginalise local languages, histories, and value systems (Niyozov et al., 2020; Tan & Bibby, 2011). Others suggest that such curricula may contribute to the emergence of hybrid or transnational forms of identity, which do not always align with national identity priorities (Murray, 2008; Rizvi, 2009). This debate is particularly relevant in Kazakhstan, where initiatives such as Mangilik El explicitly position education as a tool for strengthening civic and cultural identity (Kurakbayev, 2026).

Despite these concerns, existing research has largely focused on student experiences or higher education contexts, with limited empirical attention to school-level implementation and the perspectives of key actors responsible for interpreting and delivering the curriculum (Urkunova et al., 2025). In Kazakhstan, teachers play a central role in mediating how global curricular principles are translated into local practice. Their perceptions are therefore critical for understanding how identity-related tensions are interpreted and negotiated within schools.

This study addresses this gap by examining how educational stakeholders perceive the IB curriculum implementation national identity in Kazakhstan. Using a quantitative survey design, the study focuses specifically on two measures of national identity development: civic and ethnic identity. The study contributes to ongoing debates on curriculum internationalisation and national identity by providing context-specific evidence from a post-Soviet, multi-ethnic setting, while offering grounded insights into how global and national priorities are interpreted within schools.

Purpose Statement

The purpose of this study is to examine how educators in Kazakhstan perceive the International Baccalaureate (IB) curriculum national identity, with a specific focus on civic and ethnic identity dimensions. By focusing on the perspectives of stakeholders directly involved in curriculum implementation, the study seeks to provide context-specific evidence on how international curricula are interpreted in relation to national identity priorities.

The study aims to explore whether perceptions of IB curriculum implementation, such as global-mindedness, intercultural learning, and pedagogical practices, are associated with variations in civic and ethnic identity. It also examines how these

perceptions differ across selected demographic characteristics, including professional role and experience.

This study contributes to a more grounded understanding of how international curricula are perceived within national education systems by addressing the limited empirical evidence in the Kazakhstani school context. The findings are intended to inform ongoing discussions on curriculum internationalization and national identity, particularly in post-Soviet and multi-ethnic contexts.

Research Questions

For the purpose of this study, the following questions will be addressed:

1. How do educators in Kazakhstan perceive the influence of the IB curriculum on the development of national identity, particularly in relation to civic and ethnic identity dimensions?
2. How do stakeholder perceptions vary across demographic characteristics?

Definition of Terms/Variables

International Baccalaureate (IB) Curriculum refers to a globally recognized educational framework designed to develop students' intellectual, personal, emotional, and social competencies in an increasingly interconnected world. It emphasizes international-mindedness, intercultural understanding, and inquiry-based learning across its three main programs: the Primary Years Programme (PYP), Middle Years Programme (MYP), and Diploma Programme (DP) (International Baccalaureate Organization [IBO], 2020).

National Identity is conceptualized as a multidimensional construct reflecting an individual's sense of belonging to a nation. In this study, national identity is operationalized through two primary dimensions: civic identity and ethnic identity (Niyozov et al., 2020; Smith, 1991).

Civic identity refers to identification with a political community, grounded in shared civic values, citizenship, rights and responsibilities, and commitment to national unity (Yemini, 2017).

In this study, civic identity is measured through participants' perceptions of how the IB curriculum supports values such as civic responsibility, social participation, and national cohesion.

Ethnic Identity refers to an individual's sense of belonging to a particular cultural or ethnic group, including attachment to language, traditions, and cultural heritage (Umaña-Taylor et al., 2004).

In this study, ethnic identity is measured through perceptions of how the IB curriculum supports or challenges the preservation of local culture, language, and historical identity.

Hybrid Identity refers to identity orientations that extend beyond national boundaries, shaped by global mobility, intercultural exposure, and participation in international educational frameworks (Resnik, 2012).

In this study, hybrid identity is understood as the coexistence and interaction between national and global identity elements within the IB learning environment; however, it is not directly measured and is used only as a theoretical lens for interpreting the findings.

Transnational Identity is an identity orientation characterized by multiple or overlapping affiliations that transcend traditional nation-state boundaries, often shaped by global mobility, exposure to international curricula, and engagement with diverse cultures (Resnik, 2012).

In this study, transnational identity is conceptualized as a sense of global belonging and identification beyond the nation-state; however, it is not directly measured and is included only as part of the broader theoretical framework.

Curriculum Internationalization refers to the integration of international, intercultural, and global dimensions into curriculum content, pedagogy, and institutional practices (Knight, 2004).

In this study, it provides the broader conceptual framework within which the IB curriculum is situated.

In this study, stakeholders are the primary unit of analysis, as the research focuses on their perceptions of how the IB curriculum relates to identity formation within educational settings.

Significance of the Study

This study contributes to the literature on curriculum internationalization and national identity by providing empirical evidence from the perspective of educational stakeholders in Kazakhstan.

First, it addresses a gap in the existing literature by examining how teachers perceive the relationship between the International Baccalaureate (IB) curriculum and national identity. While prior research has often focused on student experiences or higher education contexts (Cai et al., 2025; Ganqa & Masha, 2020; Piontkovska, 2017), less attention has been given to the actors responsible for interpreting and implementing international curricula at the school level. Through an explicit focus on these stakeholders, the study highlights the level at which global curricular principles are actively mediated and adapted.

Second, the study provides context-specific insight into how Kazakhstan navigates the tension between global integration and nation-building within its education system.

Third, the findings contribute to ongoing discussions on education policy and practice by offering indicative insights into how international curricula are perceived within schools. These insights may be useful for educators when considering issues related to curriculum adaptation, language use, and pedagogical approaches in internationally oriented programmes.

Finally, the study extends comparative education research by providing evidence from a post-Soviet, multi-ethnic context that remains underrepresented in the literature. While the findings are context-specific, they may offer insights relevant to other education systems facing similar tensions between global educational models and national identity priorities.

Outline of the Thesis

This thesis is organized into six chapters. Chapter 1 (Introduction) introduces the research topic by providing background on Kazakhstan's educational reforms and the internationalization of curriculum. It defines the research problem, outlines the purpose of the study, presents the research questions, and explains the significance of the research. Key concepts and variables guiding the study are also introduced. Chapter 2 (Literature Review) critically examines existing scholarship on curriculum internationalization, national identity, and the implementation of the International Baccalaureate (IB) in diverse contexts, with particular attention to Kazakhstan. It presents the theoretical framework underpinning the study, focusing on civic and ethnic identity as the primary analytical dimensions, while situating the research within broader discussions of hybrid and transnational identity. Chapter 3 (Methodology) outlines the research design, sampling strategy, and data collection procedures. It explains the quantitative survey approach, details the operationalization of variables, and describes the statistical techniques used for data analysis. Ethical considerations guiding the research are also addressed. Chapter 4

(Findings) presents the results of the statistical analysis, including descriptive statistics, correlation analyses, and group comparisons examining stakeholders' perceptions of IB curriculum implementation and their association with civic and ethnic identity. Chapter 5 (Discussion) interprets the findings in relation to the conceptual framework and existing literature. It examines how the results contribute to understanding how IB curriculum implementation is perceived in relation to civic and ethnic identity within the Kazakhstani context. Finally, chapter 6 (Conclusion) summarizes the key findings of the study and outlines their implications for policy discussions, educational practice, and future research. It also addresses the limitations of the study and provides recommendations for further investigation.

Chapter Summary

This chapter has established the foundation for examining the relationship between curriculum internationalization and national identity in the context of Kazakhstani schools. It has shown that the expansion of the International Baccalaureate (IB) curriculum occurs within a policy environment characterized by a dual agenda: advancing global integration while simultaneously strengthening civic cohesion and cultural continuity.

The chapter highlighted a central tension underlying this study while international curricula promote global citizenship and intercultural competencies, national education policies emphasize the consolidation of a shared national identity. Despite the growing presence of the IB in Kazakhstan, there remains limited empirical evidence on how this tension is interpreted and negotiated at the school level, particularly by those directly responsible for implementing the curriculum.

In response to this gap, the chapter defined the research problem and articulated the purpose of the study, focusing on stakeholders' perceptions of the IB curriculum's influence on national identity formation, with particular emphasis on civic and ethnic

identity as the primary measured dimensions. While hybrid and transnational identities are acknowledged within the broader theoretical framework, they are not empirically examined in this study. The research questions, key terms, and variables were also clarified to ensure conceptual and analytical coherence.

Overall, this chapter positions the study within a broader theoretical and policy context and establishes its relevance for both academic inquiry and educational practice. The following chapters build on this foundation by examining the existing literature, outlining the methodological approach, and presenting the empirical findings of the study.

Chapter 2: Literature Review

This chapter critically reviews the scholarly literature on curriculum internationalization and national identity formation, with a particular focus on international schooling and the role of educators in shaping identity-related outcomes. It situates the study within existing academic debates and establishes the conceptual and theoretical foundations necessary for analyzing how the International Baccalaureate (IB) curriculum is perceived to influence civic, ethnic, hybrid, and transnational identity dimensions in Kazakhstani schools.

The chapter synthesizes both theoretical and empirical research on the global expansion of education, the positioning of international curricula such as the IB, and their sociocultural implications. Particular attention is given to ongoing debates surrounding global citizenship, intercultural understanding, and national identity, especially within post-Soviet contexts where processes of nation-building intersect with global integration (Niyozov et al., 2020; Resnik, 2012). Engaging with these debates, the chapter identifies a critical gap in the literature: the lack of quantitative, school-level studies examining stakeholders' perceptions of identity formation within internationalized curricula.

The chapter is organized into six sections. The first section, International Education and the IB Curriculum, outlines the global expansion of international curricula and introduces the core principles of the IB framework. The second section, National Identity: Conceptualization and Educational Implications, examines how national identity is defined and shaped through education, with particular attention to post-Soviet contexts. The third section, Theoretical Perspectives on National Identity, reviews key approaches to identity formation, focusing on civic and ethnic identity as the primary analytical dimensions, while also engaging with hybrid and transnational perspectives to situate the study within broader global debates. The fourth section, International Curricula, Identity Tensions, and

Curriculum Implementation, analyses how programs such as the IB interact with national identity agendas and local cultural contexts. The fifth section presents the Conceptual Framework guiding the study, outlining the conceptual model used to interpret the relationship between curriculum internationalization and identity formation. The final section synthesizes the key insights from the literature and links them directly to the research questions and methodological approach of the study, establishing a clear foundation for the empirical analysis.

International Education and the IB Curriculum

The expansion of international education has significantly reshaped national schooling systems, particularly in countries pursuing educational modernization and global integration (Bunnell et al., 2017; Hayden & Thompson, 2013). Since the late twentieth century, international curricula such as the International Baccalaureate (IB) have been promoted as frameworks capable of enhancing educational quality while fostering intercultural competence and global citizenship (Hughes, 2009; IBO, 2021). These developments align with the strategic objectives of many post-Soviet states, including Kazakhstan, which seek to integrate into global educational systems while maintaining national cohesion (Niyozov et al., 2020; Resnik, 2012).

The IB curriculum comprises three core programs: the Primary Years Programme (PYP), Middle Years Programme (MYP), and Diploma Programme (DP) is underpinned by a mission to develop internationally minded learners through intercultural understanding and respect (IBO, n.d.). While this orientation reflects a commitment to universal and humanistic values, it also raises questions about compatibility with nation-state priorities in contexts where education serves as a key instrument of identity formation.

A central concern identified in the literature is the potential tension between global curricula and local cultural contexts. International programmes such as the IB have been criticized for decontextualizing education by privileging global knowledge frameworks over local linguistic, cultural, and historical narratives (Dulfer et al., 2024; Resnik, 2012). Empirical studies from diverse settings illustrate this tension. For instance, teachers in Mauritius have expressed concern that the IB's emphasis on global competencies does not sufficiently reflect local cultural identities (Poonoosamy, 2010), while research in Israel highlights inconsistency regarding its alignment with national civic objectives (Yemini, 2013).

At the same time, the IB demonstrates a degree of structural flexibility, allowing for contextual adaptation through components such as the Theory of Knowledge (TOK), the Extended Essay, and project-based learning (Fitzsimons, 2019; IBO, 2021). However, the extent to which such adaptation occurs depends largely on teacher agency and school-level interpretation. Fitzsimons (2019) shows that educators play a critical role in mediating the relationship between global curricular principles and local identity priorities, either reinforcing or mitigating perceived tensions.

The institutional landscape of international education further complicates this dynamic. International schools vary in their orientation and purpose, with Type C schools, often private institutions targeting local elites being particularly associated with the adoption of IB programmes (Hayden & Thompson, 2013, as cited in Öztapak, 2022). In Kazakhstan, the expansion of IB education largely reflects this model, raising concerns about educational stratification and unequal access to globally oriented curricula (Öztapak, 2022; Resnik, 2012).

Moreover, critical scholarship suggests that the IB's emphasis on global citizenship may be underpinned by Western-centric epistemological assumptions, potentially

marginalizing non-Western knowledge systems (Dale, 2000; Öztapak, 2022;). In post-Soviet contexts such as Kazakhstan, where language revival and cultural consolidation remain central policy objectives, this dynamic may have implications for both civic and ethnic identity formation (Niyozov et al., 2020).

Despite the growing body of research on international education, empirical studies focusing on teacher perceptions in post-Soviet contexts remain limited (Hernández-Torrano et al., 2021). This is a significant gap, given that teachers are central actors in interpreting and implementing the curriculum at the classroom level. Understanding their perspectives is therefore essential for analyzing how global curricular models are translated into local identity outcomes.

This study addresses this gap by examining how educators in Kazakhstan perceive the influence of the IB curriculum on students' civic and ethnic identities. While hybrid and transnational identities are acknowledged in the broader theoretical discussion, they are not directly measured. The study focuses on civic and ethnic identity because these dimensions represent the most policy-relevant and theoretically grounded components of national identity in Kazakhstan. Civic identity aligns with state-led narratives of unity, citizenship, and participation (e.g., Mangilik El), while ethnic identity reflects cultural, linguistic, and historical belonging. Together, they capture the core tension between globalized educational frameworks such as the IB and national identity priorities, making them the most appropriate and measurable dimensions for this study.

National Identity: Conceptualization and Educational Implications

National identity is a complex and multidimensional construct that reflects an individual's sense of belonging to a political, cultural, and social community (Grozdanovska, 2016). Contemporary scholarship conceptualizes national identity through several overlapping dimensions, most commonly civic, ethnic forms (Kylyshbayeva et al.,

2024). These dimensions are particularly relevant in globalized and multicultural contexts, where identity is not fixed but continuously negotiated across local and global influences.

This section outlines the key conceptual approaches to national identity, with particular attention to civic and ethnic dimensions as the primary analytical focus of this study. It also situates these perspectives within broader discussions of hybrid and transnational identity, which provide additional context for understanding how identity may evolve in internationally oriented educational settings.

A Conceptualization of National Identity

National identity is widely understood as a multidimensional construct encompassing both traditional and emerging forms of belonging shaped by sociopolitical and global dynamics (Fitzsimons, 2019; Resnik, 2012; Smith, 1991;). In educational research, it is most commonly conceptualized through two foundational dimensions: civic and ethnic identity, which together capture the political and cultural bases of national belonging (Anderson, 2020; Niyozov et al., 2020).

Ethnic identity refers to an individual's sense of belonging to a cultural group defined by shared ancestry, language, traditions, and historical memory (Smith, 1991). It is rooted in symbolic and cultural continuity and often serves as a basis for group cohesion and the preservation of heritage (Umaña-Taylor et al., 2004). In contrast, civic identity is grounded in membership within a political community, emphasizing shared values, citizenship, participation in public life, and commitment to state institutions (Anderson, 2020; ICCS, 2022). Unlike ethnic identity, it promotes an inclusive form of national belonging that transcends cultural and linguistic differences.

While these two dimensions have traditionally dominated the literature, recent scholarship highlights the increasing relevance of hybrid and transnational identities in globalized educational contexts. Hybrid identity reflects the integration of local and global

affiliations, where individuals negotiate multiple cultural influences simultaneously (Kipng'etich, 2024; Fitzsimons, 2019). This concept is particularly salient in international schooling environments, where global citizenship discourses intersect with local cultural frameworks.

Closely related is transnational identity, which extends beyond the nation-state and captures individuals' affiliations with global networks, communities, and value systems (Resnik, 2012; Yemini, 2013). In educational settings, this form of identity is often associated with multilingualism, mobility, and exposure to internationally oriented curricula (Bunnell et al., 2017). Taken together, these four dimensions (i.e., civic, ethnic, hybrid, and transnational) provide a comprehensive framework for understanding national identity in contemporary educational contexts. In this study, civic and ethnic identity constitute the primary analytical dimensions, while hybrid and transnational perspectives are used to contextualize and interpret the findings.

The Role of Education in Identity Formation

In Kazakhstan, education plays a central role in nation-building and identity formation. National education policy explicitly aims to foster civic unity, strengthen the Kazakh language, and preserve ethnic diversity, while simultaneously preparing students for participation in a globalized world (Boman & Mussakhanova, 2024; Niyozov et al., 2020). Policy frameworks such as Mangilik El (Eternal Nation) and the Trilingual Education Policy reflect this dual objective by promoting national consciousness alongside international competitiveness.

Within this context, schools function as key sites of identity construction, where both civic and ethnic dimensions of national identity are actively shaped. Through curriculum content, language policy, and pedagogical practices, the education system transmits shared values, historical narratives, and cultural norms that contribute to a

cohesive sense of national belonging. At the same time, the emphasis on multilingualism and global skills introduces new forms of identity negotiation, particularly among students exposed to international educational environments.

The increasing adoption of international curricula, particularly the International Baccalaureate (IB), intensifies this dynamic. While the IB promotes global citizenship, intercultural understanding, and critical thinking (IBO, 2021), its implementation within a nation-building context raises important questions about the compatibility of global and national identity goals. Scholars have argued that international curricula may contribute to the decontextualization of knowledge by prioritizing global competencies over local cultural and historical content (Resnik, 2012).

These concerns are particularly salient in Kazakhstan, where education is closely tied to cultural revival and linguistic policy. Research suggests that international programmes may unintentionally marginalize national languages and weaken engagement with local identity narratives, especially during formative stages of identity development (Poonoosamy, 2010). At the same time, other perspectives emphasize that exposure to global curricula can support the development of more complex identity orientations, including hybrid and transnational forms of belonging.

This tension highlights the importance of examining how international curricula are interpreted and implemented at the school level. In practice, the impact of programmes such as the IB is not uniform but mediated by teachers, school leaders, and institutional contexts. Understanding how these actors perceive and negotiate the relationship between global educational frameworks and national identity priorities is therefore critical.

This study builds on this perspective by focusing on stakeholders' perceptions of how the IB curriculum influences multiple dimensions of identity in Kazakhstani schools,

providing insight into how national and global identity processes intersect within educational practice.

Theoretical Perspectives on National Identity

Scholarly interpretations of national identity offer multiple lenses for understanding how identity is constructed and reproduced within educational systems. This study draws primarily on two complementary perspectives such as ethnosymbolism and constructivism while also incorporating insights from globalization literature to account for emerging identity forms in internationalized educational contexts.

From an ethnosymbolist perspective, national identity is rooted in shared cultural and historical foundations. Smith (1991) conceptualizes the nation as a community defined by common myths, historical memory, language, and cultural traditions. This perspective emphasizes continuity and the transmission of symbolic elements across generations. Within education systems, this is reflected in curricula that prioritize national history, language, and cultural heritage as mechanisms for sustaining collective identity (Immonen & Sivula, 2025). Ethnosymbolism is particularly relevant for understanding ethnic identity, as it highlights the role of education in preserving cultural distinctiveness.

In contrast, constructivist approaches conceptualize national identity as socially produced rather than inherited. Anderson (2020) describes the nation as an “imagined community,” formed through shared symbols, narratives, and institutional practices. Education plays a central role in this process by standardizing language, disseminating common knowledge, and fostering civic values that bind individuals to the state. This perspective aligns closely with civic identity, where belonging is defined through participation, shared institutions, and political membership rather than cultural ancestry.

Building on these foundations, globalization literature introduces additional complexity by highlighting the emergence of hybrid and transnational identities. Resnik

(2020) argues that international curricula may disrupt traditional identity formation by promoting decontextualized knowledge and global value systems that are not anchored in national narratives. Similarly, Fitzsimons (2019) suggests that international schooling environments facilitate hybrid identity formation, enabling individuals to navigate between local and global cultural frameworks.

These theoretical perspectives are particularly relevant in post-Soviet contexts such as Kazakhstan, where education serves both as a tool for nation-building and as a mechanism for global integration. Niyozov et al. (2020) highlight the coexistence of these objectives, noting that education reforms often attempt to reconcile the preservation of national identity with the demands of global competitiveness.

Taken together, these perspectives provide a coherent framework for analyzing national identity as a multidimensional construct shaped by both cultural continuity and social construction, as well as by global influences. In this study, ethnosymbolist and constructivist approaches inform the analysis of civic and ethnic identity, while globalization perspectives guide the examination of hybrid and transnational identity dimensions. This integrated framework enables a systematic interpretation of how the IB curriculum is perceived to influence identity formation in Kazakhstani schools.

International Curricula, Identity Tensions, and Curriculum Implementation

The International Baccalaureate (IB) positions itself as a globally oriented educational framework that promotes multilingualism, intercultural understanding, and active global citizenship (IBO, 2021). Through its Learner Profile, the IB seeks to develop students who are open-minded, principled, reflective, and communicative, aligning closely with broader global education agendas such as UNESCO's Education for Sustainable Development (UNESCO, 2020). While these principles reflect a commitment to universal

values, they also raise questions about their compatibility with nationally grounded identity objectives.

A central debate in the literature concerns the extent to which international curricula can accommodate local cultural and national narratives. Critics argue that, despite its inclusive rhetoric, the IB is underpinned by Western-centric pedagogical assumptions that may privilege global norms over local knowledge systems (Dale, 2000; Öztabak, 2022). In contexts such as Kazakhstan, where education policy simultaneously promotes international competitiveness and the revitalization of national language and culture, this creates a structural tension between global and national identity priorities (Niyozov et al., 2020).

However, the impact of international curricula on identity formation is not determined solely by curriculum design. It is mediated through processes of curriculum implementation at the school and classroom levels. Abdul-Jabbar (2024) emphasizes that implementation involves how teachers interpret curricular goals, structure learning experiences, and assess student outcomes. Mechanisms such as horizontal and vertical alignment aim to ensure consistency across classrooms and grade levels (Wiles & Bondi, 2014, as cited in Abdul-Jabbar, 2024). While such standardization supports coherence, it may also constrain opportunities for localization and reinforce globally dominant knowledge frameworks (Tweedie & Kim, 2015, as cited in Abdul-Jabbar, 2024).

In IB schools, this dynamic is particularly significant. Teachers operate within overlapping frameworks that combine global curricular expectations with national policy requirements. In Kazakhstan, this includes the simultaneous promotion of global competencies and national identity through language policy and civic education. As a result, teachers play a critical mediating role, navigating between potentially competing priorities in their classroom practices.

Comparative research suggests that these tensions are not unique to Kazakhstan. Studies in Israel, Mauritius, and China highlight similar patterns, with educators expressing concern that IB programmes do not fully reflect national cultural or civic priorities (Poonoosamy, 2010; Tan & Bibby, 2011; Yemini, 2013; Wright et al., 2024). At the same time, other studies suggest that international curricula can facilitate the development of hybrid and transnational identities, enabling students to engage with multiple cultural frameworks (Cruz et al., 2023; Fitzsimons, 2019).

Taken together, this literature suggests that identity outcomes in international schooling are shaped not only by curricular content but by how that content is interpreted and enacted in practice. This study builds on this insight by examining how educators in Kazakhstan perceive and negotiate identity tensions within IB implementation, with particular attention to how classroom practices influence civic, ethnic, hybrid, and transnational identity development.

Educators as Identity Mediators

While existing research on international education has largely focused on students' experiences, the role of educators in shaping identity outcomes remains comparatively underexplored (Fitzsimons, 2019). This represents a critical gap, as teachers are not passive implementers of curriculum but active agents who interpret, adapt, and mediate curricular content through their own cultural, linguistic, and ideological frameworks (Arnot et al., 2013; Resnik, 2012;).

In international and IB school settings, educators occupy a central position at the intersection of global and national discourses. Their pedagogical decisions such as language use, selection of examples, and emphasis on local versus global perspectives directly influence how students construct and negotiate their identities (Bunnell et al., 2017; Fitzsimons, 2019). Empirical studies demonstrate that classroom practices can shape

the emergence of hybrid and transnational identities, particularly in environments where global citizenship is actively promoted (Fitzsimons, 2019).

Within the IB framework, this mediating role is institutionally recognized. The IB authorization and evaluation processes involve educators, administrators, and external experts tasked with ensuring that curriculum implementation is responsive to local cultural contexts (Abdul-Jabbar, 2024). Mechanisms such as curriculum alignment, professional development, and external review are designed to balance global standards with cultural sensitivity. However, as Abdul-Jabbar (2024) notes, standardization processes may also reinforce dominant global norms, limiting the extent of meaningful localization and increasing the risk of cultural marginalization.

These dynamics are particularly pronounced in Kazakhstan, where educators operate within overlapping policy frameworks that promote both global competencies and national identity formation (Urkunova et al., 2025). Teachers are expected to support civic unity, linguistic development, and cultural continuity while simultaneously implementing internationally oriented curricula, often delivered in English. This places them at the center of competing identity demands.

As a result, identity outcomes in IB schools are not determined solely by curriculum design but by how educators interpret and enact it in practice. Teachers' beliefs about national identity, their approach to multiculturalism, and their pedagogical choices directly shape how students experience civic, ethnic, hybrid, and transnational forms of belonging (Arnot et al., 2013; Yemini, 2013).

Despite this central role, empirical evidence on how Kazakhstani educators perceive the IB's influence on identity formation remains limited. This study addresses this gap by examining the perspectives of teachers, thereby positioning educators as key mediators in the relationship between curriculum internationalization and national identity.

IB and Identity Construction in Diverse Contexts

The expansion of the International Baccalaureate (IB) across diverse educational settings has generated increasing scholarly attention to how global curricula interact with national identity formation. While the IB promotes intercultural understanding, multilingualism, and global citizenship, its impact on identity is not uniform but highly dependent on local socio-political contexts, institutional structures, and processes of curriculum implementation (IBO, 2021; Resnik, 2012).

A consistent finding across empirical studies is the emergence of tension between global curricular frameworks and local cultural and national identity priorities. In Israel, Yemini (2013) found that although the IB supported the development of global competencies among Palestinian-Arab students, teachers expressed concern that it insufficiently reflected local histories and cultural narratives. Similarly, in Mauritius, the IB Diploma Programme was recognized for fostering critical thinking but criticized for marginalizing local knowledge systems and language revitalization efforts in a post-colonial context (Poonoosamy, 2010). In Shanghai, the IB has been described as a “necessary threat” valued for enhancing global competitiveness while simultaneously perceived as undermining national educational sovereignty and cultural priorities (Tan & Bibby, 2011).

Taken together, these cases reveal a recurring pattern: international curricula simultaneously enable global mobility and generate concerns about cultural displacement. This dual function reflects a broader structural tension between global educational agendas and locally grounded identity frameworks (Niyozov et al., 2020; Resnik, 2012).

Crucially, the literature also highlights that these outcomes are not determined solely by curriculum design but are mediated through school-level practices, particularly teacher interpretation and implementation. Teachers play a central role in shaping how

global curricular principles are translated into classroom experiences, thereby influencing how students negotiate national, hybrid, and transnational identities (Cruz et al., 2023).

Despite these insights, existing research remains limited in two key respects. First, much of the literature relies on qualitative approaches, with insufficient quantitative evidence on how identity outcomes are perceived across different stakeholder groups. Second, regional coverage remains uneven, with Central Asia, particularly Kazakhstan largely absent from empirical analysis. As a result, there is limited understanding of how international curricula operate within post-Soviet, multilingual, and nation-building contexts.

This study addresses these gaps by providing quantitative, school-level evidence from Kazakhstan, examining how educators perceive the influence of the IB curriculum on multiple dimensions of identity. In doing so, it contributes to a more contextually grounded understanding of how global curricula interact with national identity formation in non-Western educational settings.

Conceptual Framework

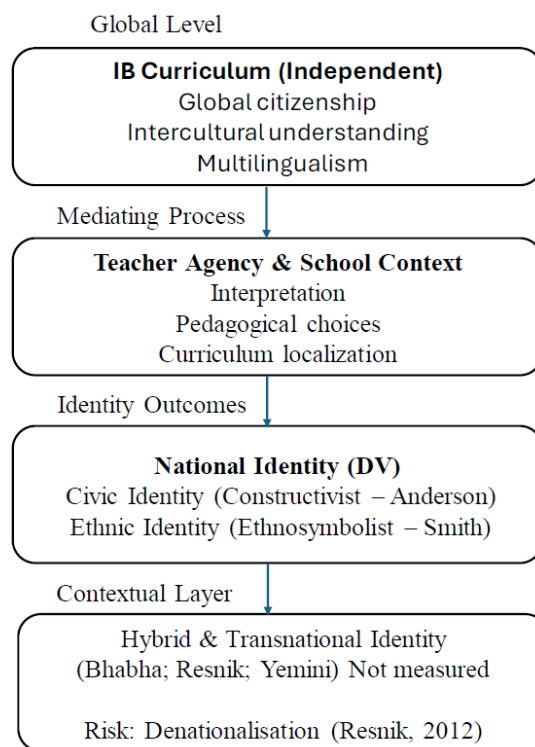
This study is grounded in a multi-dimensional conceptual framework that explains how international curricula interact with national identity formation through school-level processes. Rather than treating identity as a fixed outcome, the framework conceptualizes it as a dynamic construct shaped by the interaction between global curricular models and locally mediated educational practices.

At the center of the framework is the International Baccalaureate (IB) curriculum, which functions as a global educational model promoting intercultural understanding, multilingualism, and global citizenship (IBO, 2021). In this study, the IB curriculum is conceptualized as the primary independent variable, representing the process of curriculum internationalization. The dependent variables in this study are two dimensions of national

identity: civic identity and ethnic identity. These variables are operationalized using validated survey instruments and analyzed quantitatively. While hybrid and transnational identity are recognized as relevant theoretical perspectives that reflect the complexity of identity formation in globalized educational environments, they are not included as measured variables in this study.

Figure 1

Conceptual Framework



Ethnic and civic identity are grounded in classical theories of nationalism. From an ethnosymbolist perspective, Smith (1991) conceptualizes ethnic identity as rooted in shared cultural heritage, language, and historical memory, emphasizing continuity and cultural preservation. In contrast, Anderson's (2020) constructivist theory frames civic identity as a socially constructed form of belonging, shaped through state institutions such as education, which promote shared values, citizenship, and political participation.

To account for the influence of globalization, the framework draws on theories of hybrid and transnational identity as supporting perspectives. Bhabha's (1994) concept of the "Third Space" explains how hybrid identities emerge through the interaction of local and global cultural influences, while Fitzsimons (2019) demonstrates how international schooling environments may facilitate the development of such identities. Transnational identity, as discussed by Resnik (2012) and Yemini (2013), refers to affiliations that extend beyond national boundaries and are shaped by exposure to global knowledge systems and intercultural experiences. While these perspectives enrich the theoretical understanding of identity formation, they are not directly operationalized in the present study.

Importantly, the framework does not assume a direct relationship between the IB curriculum and identity outcomes. Instead, it introduces teacher agency as a mediating variable, which plays a central role in shaping how the curriculum is interpreted and enacted in practice. Drawing on Arnot et al. (2013) and Fitzsimons (2019), teachers are conceptualized as active mediators who adapt curriculum content through their pedagogical choices, cultural perspectives, and professional beliefs.

This mediation process may influence whether global curricular elements are perceived to reinforce civic identity, weaken ethnic identity, or relate to broader forms of belonging, such as hybrid and transnational identity. In this sense, identity outcomes are not solely attributed to the curriculum itself, but are interpreted through how it is implemented within specific socio-cultural contexts.

Additionally, the framework incorporates the concept of denationalization (Resnik, 2012) as a potential outcome of curriculum internationalization. This perspective highlights the risk that global curricula may marginalize local cultural narratives,

particularly in contexts where education plays a central role in nation-building, such as Kazakhstan.

Based on these theoretical frameworks and conceptualizations, this study examines levels of civic and ethnic identity and analyses how teachers' demographic characteristics are associated with variations in these identity dimensions.

Summary

This chapter critically examined the literature on curriculum internationalization and national identity formation, with a particular focus on how international curricula such as the International Baccalaureate (IB) are understood in relation to identity development in diverse educational contexts. The review demonstrated that national identity is not a fixed construct but a multidimensional and dynamic phenomenon, encompassing civic, ethnic, hybrid, and transnational dimensions, while this study focuses primarily on civic and ethnic identity as the core analytical dimensions.

Across global and post-Soviet scholarship, a consistent pattern emerges: international curricula simultaneously promote global competencies while generating tensions related to cultural continuity and national belonging. These tensions are especially pronounced in contexts such as Kazakhstan, where education policy is expected to reconcile two competing priorities, strengthening national identity and advancing global integration.

The literature further established that identity outcomes are not determined solely by curriculum content, but are mediated through school-level processes, particularly teacher interpretation and implementation. Teachers, therefore, function as key agents in shaping how global curricular frameworks are translated into local educational experiences, influencing whether identity formation reinforces national belonging or shifts towards hybrid and transnational orientations.

Despite these insights, the review identified two critical gaps. First, existing research is predominantly qualitative, with limited quantitative evidence examining how different stakeholder groups perceive the identity-related effects of international curricula. Second, Central Asia and Kazakhstan in particular remains underrepresented in empirical studies, leaving a significant gap in understanding how curriculum internationalization operates within post-Soviet, multilingual, and nation-building contexts.

Drawing on ethnosymbolist, constructivist, and globalization theories, this chapter established a structured conceptual foundation for analyzing the relationship between international curricula and identity formation. It clarified the key constructs used in this study and informed the development of a model in which the IB curriculum influences identity outcomes through the mediating role of teacher agency.

Overall, this literature review moves beyond descriptive synthesis by identifying key patterns, theoretical perspectives, and gaps, thereby providing a clear justification for the study. It sets the stage for the next chapter, which outlines the methodological approach designed to empirically examine how educators in Kazakhstan perceive the IB curriculum's influence on civic and ethnic identity formation, while situating these findings within broader discussions of hybrid and transnational identity.

Chapter 3. Methodology

This chapter outlines the methodological approach used to examine how the International Baccalaureate (IB) curriculum is perceived in relation to national identity in Kazakhstan. Building on the theoretical framework developed in the previous chapter, the study focuses on stakeholders' perceptions of IB curriculum implementation and their association with two empirically measured dimensions of identity: civic identity and ethnic identity. While broader identity perspectives, including hybrid and transnational identity, are addressed in the conceptual framework, they are not directly measured in this study and are used only for interpretive purposes.

The study adopts a quantitative, non-experimental, cross-sectional survey design. This approach is appropriate for analysing relationships between variables and identifying statistically significant patterns across a relatively large sample of educational stakeholders (Creswell & Creswell, 2018; Cohen et al., 2018; Fraenkel et al., 2019).

More specifically, the study employs a correlational design to examine associations between key constructs. The independent variable is stakeholders' perceptions of IB curriculum implementation, operationalized through items related to global-mindedness, intercultural learning, and pedagogical practices. The dependent variables are civic identity and ethnic identity, measured using validated survey instruments. In addition, demographic and professional characteristics (e.g., teaching subject, years of experience, and school type) are included as grouping variables to examine differences in identity perceptions across stakeholder groups.

The study does not seek to establish causal relationships but instead focuses on identifying statistically significant associations and group differences. This allows for an empirical examination of how perceptions of the IB curriculum relate to variations in civic and ethnic identity across different educational contexts.

The chapter is organized as follows. The first section outlines the research design and its alignment with the study's conceptual framework. The second section describes the sampling strategy, including participant selection and limitations related to representativeness. The third section presents the survey instrument and the operationalization of variables. The fourth section explains the data collection procedures and recruitment process. The fifth section details the data analysis strategy, including descriptive and inferential statistical techniques. The sixth section addresses ethical considerations, including informed consent and data confidentiality. The final section provides an overview of the research timeline.

Through this methodological approach, the study generates empirically grounded insights into how the IB curriculum is associated with identity-related perceptions in Kazakhstan's education system.

Research Design

This study adopts a quantitative, non-experimental, cross-sectional survey design to examine how educators in Kazakhstan perceive the International Baccalaureate (IB) curriculum and how these perceptions are associated with national identity. Consistent with the conceptual framework of the study, the study focuses on two empirically measured dimensions of identity: civic identity and ethnic identity. While hybrid and transnational identity are acknowledged within the broader conceptual framework, they are not included as measured variables and are used only for interpretive purposes.

A quantitative approach is employed to enable the systematic analysis of statistical relationships and group differences across a diverse sample of educational stakeholders (Creswell & Creswell, 2018; Cohen et al., 2018; Fraenkel et al., 2019). The cross-sectional design captures perceptions at a single point in time, reflecting how stakeholders interpret the role of the IB curriculum within the current educational context.

The study uses a correlational design to examine associations between key variables. The independent variable is stakeholders' perceptions of IB curriculum implementation, operationalized through survey items related to global-mindedness, intercultural learning, and pedagogical practices associated with IB programmes. The dependent variables are civic identity and ethnic identity, measured using validated scales.

Demographic and professional characteristics including subject area, years of experience, and age are included as grouping variables to examine differences in identity perceptions across stakeholder groups.

The study does not attempt to establish causal relationships, as no experimental manipulation is involved. Instead, the analysis focuses on identifying statistically significant associations and differences across groups.

Population

The target population for this study consists of educators involved in the implementation of the International Baccalaureate (IB) curriculum in Kazakhstan. This includes teachers and other education professionals working in IB-authorized schools.

Focusing on IB-affiliated stakeholders aligns with purpose of the study to examine perceptions of curriculum internationalization in contexts where the IB is actively implemented. These participants are directly engaged in curriculum delivery and interpretation, making them well-positioned to assess how IB-related practices are associated with identity-related outcomes in schools.

Participants were recruited by contacting IB schools listed in the official IB database and distributing the survey through school leadership and programme coordinators. Participation was voluntary, resulting in a non-probability sample.

As a result, the sample reflects a subset of IB practitioners rather than a fully representative national population. Accordingly, the findings are interpreted as indicative

of patterns within IB school contexts, particularly in relation to civic and ethnic identity, rather than generalizable to all educational stakeholders in Kazakhstan.

Sampling Method

This study employs a combination of purposive and convenience sampling. Purposive sampling is used to select participants with direct professional experience in the implementation of the International Baccalaureate (IB) curriculum, ensuring alignment with the research objectives (Creswell & Creswell, 2018; Cohen et al., 2018).

Participants were recruited from IB World Schools in Kazakhstan. Inclusion criteria required that participants were currently employed as teachers involved in IB programme delivery or curriculum-related decision-making.

Convenience sampling was used to facilitate access to participants through school networks. The survey was distributed via school administrators and IB coordinators, who shared the survey link with eligible staff members.

This sampling approach enabled access to participants across multiple institutions but introduces limitations, including self-selection bias and the potential overrepresentation of more engaged or internationally oriented educators. As participation was voluntary, respondents may differ systematically from non-respondents.

The sample is therefore not statistically representative of all educational stakeholders in Kazakhstan. Findings are interpreted as reflecting patterns within IB school contexts rather than being fully generalizable to the broader population.

Sample Size

A total of 196 responses were initially collected through the online survey. After data screening, 20 responses were excluded because they were incomplete and did not provide sufficient data for analysis. The final analytic sample therefore consisted of 114 participants.

This sample size was adequate for the statistical procedures used in the study, including descriptive statistics, correlational analysis, and group comparison tests. In line with established statistical guidance, a sample of this size is generally sufficient to detect medium effect sizes with a statistical power of 0.80 at the 0.05 significance level in correlational research (Cohen, 1988; Faul et al., 2009). The final sample also allowed for subgroup comparisons across selected demographic variables, although some subgroup analyses remained limited by unequal group sizes.

Given the non-probability nature of the sampling strategy, the final sample is interpreted as providing context-specific evidence rather than a fully representative national picture. Nevertheless, the achieved sample size was sufficient to support the study's analytical objectives and to identify meaningful patterns in stakeholders' perceptions of the IB curriculum and national identity formation

Participant Characteristics

The sample consisted of 114 participants. Table 1 presents the demographic characteristics of the respondents, including years of experience and subject area distribution. Table 1 presents the demographic characteristics of the respondents, including gender, years of teaching experience, teaching time, and subject area distribution. In terms of teaching experience, most participants had between 5–10 years of experience (n = 68, 38.6%), while smaller proportions reported less than 5 years (n = 42, 23.9%) and more than 10 years (n = 66, 37.5%).

Table 1*Demographics of Respondents*

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Category	N	%
Male	16	14.0
Female	98	86.0
<5 years	42	23.9

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Category

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Category	N	%
Sciences	49	27.8
Languages	38	21.6
Other	35	19.9
<20%	22	19.5

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Category	N	%
40–59%	29	25.7
60–79%	11	9.7
≥80%	31	27.4

Participants also varied in their teaching time allocation, reflecting differences in workload and instructional engagement. The sample included both male and female participants, allowing for comparison across gender groups. In terms of subject areas, the largest groups were from humanities (n = 54, 30.7%) and sciences (n = 49, 27.8%),

followed by languages and other disciplines. Overall, the sample reflects a diverse range of demographic and professional characteristics relevant to the variables analyzed in Research Question 2.

Data Collection Methods

Data for this study were collected through a structured online questionnaire designed to capture participants' perceptions of the International Baccalaureate (IB) curriculum and associated dimensions of national identity.

Instrument 1: Civic Identity Scale

Civic identity was measured using an adapted scale consisting of 25 items derived from the teacher-related components of the International Civic and Citizenship Education Study (ICCS) Teacher Questionnaire (IEA, 2022). The items were selected and adapted to reflect educators' perceptions of civic belonging, democratic values, and civic responsibility within the context of IB schools in Kazakhstan. The scale included items related to attachment to national civic identity, support for democratic principles, and beliefs about civic responsibility. Sample items included: "It is important for students to develop a sense of responsibility toward their country" and "Schools should promote respect for democratic values and institutions." All items were measured using a five-point Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). The use of ICCS-based items was considered appropriate due to their extensive validation in international comparative research and their alignment with the conceptualization of civic identity as a value-based and participatory construct. The internal consistency of the civic identity scale was $\alpha = .89$, indicating good reliability within the study sample.

Instrument 2: Ethnic Identity Scale

Ethnic identity was measured using an adapted version of the Multigroup Ethnic Identity Measure (MEIM) (Phinney, 1992; Phinney & Ong, 2007), consisting of 17 items.

The original scale captures multiple dimensions of ethnic identity, including exploration, commitment, and affirmation toward one's ethnic group. For the purposes of this study, items were adapted to reflect the sociocultural context of Kazakhstan's multiethnic society. Modifications included contextualizing references to ethnic belonging, cultural practices, and language use to ensure relevance for participants from diverse ethnic backgrounds, including Kazakh, Russian, and other ethnic groups represented in IB school settings. The scale measured respondents' sense of belonging to their ethnic group, pride in cultural heritage, and engagement with cultural traditions and language. Sample items included: "I feel a strong sense of belonging to my ethnic group" and "Maintaining my cultural traditions is important to me." Responses were recorded using a five-point Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). The internal consistency of the ethnic identity scale was $\alpha = .88$, indicating good reliability within the study sample.

Translation and Pilot Testing

The questionnaire was made available in both Kazakh and Russian to ensure accessibility for participants across Kazakhstan. A translation process was conducted to maintain linguistic equivalence between versions. The survey was initially developed in English and subsequently translated into Kazakh and Russian, with attention to preserving the meaning of key constructs. Prior to full data collection, the questionnaire was pilot-tested with a small group of approximately 20 participants who had similar characteristics to the target population. The purpose of the pilot test was to assess clarity of wording, comprehension of items, and overall structure of the survey. Based on feedback from the pilot phase, minor revisions were made to improve the clarity and contextual relevance of selected items. Pilot responses were not included in the final dataset used for analysis.

Procedures

Data were collected through an anonymous, self-administered online survey distributed using Qualtrics. Participants were recruited through direct outreach to IB-affiliated schools and educational networks across Kazakhstan. School administrators and IB coordinators were contacted via email and invited to distribute the survey link to eligible participants, including teachers and school leaders involved in IB programme implementation. Upon accessing the survey, participants were presented with an informed consent form outlining the purpose of the study, the voluntary nature of participation, confidentiality assurances, and their right to withdraw at any time. Only participants who provided consent proceeded to complete the questionnaire.

The survey included demographic items followed by scales measuring perceptions of the IB curriculum and multiple dimensions of identity. Completion time was approximately 10-12 minutes and no financial or material incentives were offered. Data collection was conducted over a period of approximately four weeks. Reminder messages were sent through participating institutions to encourage response rates. All responses were collected and stored securely using Qualtrics. Access to the raw data was restricted to the researcher. Following data collection, responses were screened for completeness, resulting in a final analytic sample of 114 participants.

Ethical approval for the study was obtained from the Nazarbayev University Graduate School of Education Institutional Review Subcommittee prior to data collection. All procedures adhered to established ethical guidelines for research involving human participants, including informed consent, voluntary participation, confidentiality, and the right to withdraw at any time (Mertens, 2020; BERA, 2018).

Data Analysis

Data were analyzed using Jamovi statistical software (Version 2.7.17; The jamovi project, 2024). Prior to analysis, the dataset was screened for missing values and data consistency. Responses with substantial missing data were excluded, resulting in a final sample of 114 cases. Remaining missing values were minimal and handled using listwise deletion.

Descriptive statistics were computed to summarize participant characteristics, including gender, professional role, years of experience, and regional distribution. Measures of central tendency (mean) and dispersion (standard deviation) were calculated for all key variables, including perceptions of the IB curriculum and identity dimensions.

To address the first research question, correlation analyses (Pearson's r) were conducted to examine associations between perceptions of IB curriculum implementation and the two measured identity dimensions: civic identity and ethnic identity.

To address the second research question, group comparison analyses were conducted. Independent samples t -tests were used to examine differences between binary groups, while one-way ANOVA was applied to assess differences across multiple categories, including region and professional role. Effect sizes were reported to assess the practical significance of findings, including Cohen's d for t -tests and η^2 and ϵ^2 for ANOVA (Cohen, 1988). Statistical significance was evaluated at the 0.05 level.

Ethical Issues

This study adhered to established ethical standards for research involving human participants, ensuring anonymity, confidentiality, and voluntary participation. Ethical approval was obtained from the relevant university review body prior to data collection, in accordance with recognized guidelines for educational research (BERA, 2018; Mertens, 2020).

Participation in the study was entirely voluntary. Before accessing the survey, participants were presented with an informed consent form outlining the purpose of the research, procedures involved, and their rights, including the right to withdraw at any stage without penalty. Participants could skip any question or exit the survey at any point. To ensure anonymity, no personally identifiable information (such as names, contact details, or specific school identifiers) was collected. Confidentiality was ensured through the use of an anonymous online survey with no collection of personally identifiable information, secure data storage on encrypted, password-protected university servers, restricted access to the dataset limited to the researcher, and reporting of results only in aggregated form to prevent identification of individual participants and schools.

Given the nature of the study, risks to participants were minimal and comparable to routine professional activities. However, participants were provided with contact information for the university's ethics office in case of any concerns regarding the research process. All data were handled in accordance with data protection principles, including secure storage, restricted access, and planned deletion of raw data following completion of the research.

Summary

This chapter outlined the methodological framework used to examine how the International Baccalaureate (IB) curriculum is perceived in relation to national identity in Kazakhstani schools. A quantitative, cross-sectional survey design was employed to analyse stakeholder perceptions of IB curriculum implementation and their association with two measured dimensions of identity: civic identity and ethnic identity. The chapter detailed the sampling strategy, participant recruitment process, and characteristics of the final sample, as well as the structure of the survey instrument and the operationalization of key variables. Data collection procedures and ethical considerations were also described,

ensuring voluntary participation, confidentiality, and secure data handling. The analytical approach was presented, including descriptive and inferential statistical techniques used to examine relationships between perceptions of the IB curriculum and identity dimensions, as well as differences across demographic groups. Overall, this methodological approach provides a clear and consistent basis for examining how IB-related practices are associated with variations in civic and ethnic identity within the Kazakhstani educational context. The next chapter presents the findings derived from this analysis.

Chapter 4: Findings

This chapter presents the findings of the study examining educators' perceptions of the influence of the International Baccalaureate (IB) curriculum on national identity development in Kazakhstan. National identity is conceptualized through two core dimensions: civic identity and ethnic identity. In addition, the study examines a set of related school and classroom-level conditions, including school civic culture, student voice and participation practices, intercultural teaching practices, school behavior and safety, and classroom environment, which are theorized to be associated with identity formation processes.

The findings are organized around two research questions. The first research question investigates overall levels of perceived civic and ethnic identity development and examines how these outcomes are associated with school and classroom level practices within IB schools. To address this question, descriptive statistical analyses were first conducted to establish the central tendencies and reliability of the main study variables. These were followed by correlational analyses to explore relationships between identity outcomes and key pedagogical and contextual factors.

The second research question examines whether educators' perceptions differ across selected demographic characteristics, including gender, subject area, teaching experience, and the proportion of teaching time. To address this question, group comparison analyses were conducted using independent-samples tests and non-parametric procedures, depending on distributional assumptions, to identify potential differences in perceptions across demographic groups.

Overall, this chapter integrates descriptive, correlational, and group comparison analyses to provide a comprehensive and multi-level account of how the IB curriculum is perceived to relate to national identity development in Kazakhstan. The chapter first

establishes baseline levels of civic and ethnic identity development and associated school and classroom level conditions. It then examines patterns of association between identity outcomes and pedagogical practices, before exploring whether these perceptions vary systematically across educator characteristics. Together, these analyses offer an empirically grounded overview of the ways in which identity related outcomes and contextual factors are perceived within IB schools.

RQ1. Descriptive Statistics for Main Study Variables

RQ 1 examined the levels of national identity, particularly with regard to civic and ethnic identity, and related school- and classroom-level conditions such as civic culture, student voice, intercultural teaching practices, school safety, and classroom environment among IB curriculum educators in Kazakhstan. Table 2

Descriptive Statistics for Main Study Variables

Ошибка! Источник ссылки не найден. presents descriptive statistics and internal consistency estimates for the main study variables. Overall, respondents reported relatively high levels of perceived civic identity development ($M = 52.60$, $SD = 9.32$) and ethnic identity development ($M = 49.53$, $SD = 8.81$). Reliability for both scales was strong (Cronbach's $\alpha = .89$ and $\alpha = .88$, respectively), indicating good internal consistency. With regard to school and classroom level practices, perceptions of school civic culture were moderate ($M = 25.14$, $SD = 4.30$; $\alpha = .78$). Student voice and participation practices also showed moderate levels ($M = 20.90$, $SD = 4.38$), although the reliability coefficient for this scale was comparatively lower ($\alpha = .61$), suggesting modest internal consistency.

Intercultural teaching practices demonstrated moderate levels ($M = 10.40$, $SD = 3.41$) with acceptable reliability ($\alpha = .79$). The School Behavior and Safety Problems Index produced a low mean score ($M = 1.29$, $SD = 0.28$; $\alpha = .75$), indicating that behavioral and safety problems were generally perceived as infrequent. Classroom environment scores were

relatively high ($M = 6.90$, $SD = 2.29$) and exhibited strong internal consistency ($\alpha = .89$), suggesting generally positive classroom climates.

Table 2*Descriptive Statistics for Main Study Variables*

Variable	N	M	SD	α
Civic Identity Development	89	52.60	9.32	.89
Ethnic Identity Development	76	49.53	8.81	.88
School Civic Culture	101	25.14	4.30	.78
Student Voice & Participation Practices	102	20.90	4.38	.61
Intercultural Teaching Practices	107	10.40	3.41	.79
School Behaviour and Safety Problems Index	110	1.29	0.28	.75
Classroom Environment	112	6.90	2.29	.89

Pearson correlation analyses were conducted to examine the relationships between civic identity development, ethnic identity development, and school- and classroom-level practices. Table 3 presents the correlation matrix among the main study variables. Four interesting trends can be observed in the correlation matrix.

First, there is no statistically significant correlation between ethnic identity and civic identity scores. Second, civic identity development was positively and significantly associated with school civic culture ($r = .30, p = .006$) and intercultural teaching practices ($r = .32, p = .002$). These results indicate that stronger perceptions of school-wide civic culture and more frequent use of intercultural teaching practices are associated with higher perceived levels of civic identity development. No statistically significant relationship was observed between civic identity development and IB civic pedagogy practices ($r = -.06, p = .530$) or between civic identity development and the School Behavior and Safety Problems Index ($r = .01, p = .960$). Civic identity development also showed no significant association with classroom environment ($r = .02, p = .853$).

Third, ethnic identity development demonstrated a small but statistically significant positive association with the School Behavior and Safety Problems Index ($r = .24, p = .04$) and with classroom environment ($r = .25, p = .030$). No statistically significant associations were found between ethnic identity development and school civic culture ($r = .18, p = .148$), IB civic pedagogy practices ($r = .45, p < .001$ shows relationship with school civic culture), or intercultural teaching practices ($r = -.08, p = .537$).

School civic culture was moderately and positively correlated with IB civic pedagogy practices ($r = .26, p = .012$) and strongly correlated with intercultural teaching practices ($r = .43, p < .001$), suggesting that schools characterized by stronger civic cultures tend to implement more participatory and intercultural pedagogical approaches.

Table 3*Correlation Between Variables*

	1	2	3	4	5	6	7
1. Civic Identity	—						
2. Ethnic Identity	-.12	—					
3. School Civic Culture	.30**	.18	—				
4. IB Civic Pedagogy Practices	-.07	.45***	.26*	—			
5. Intercultural Teaching Practices	.33**	-.08	.43***	-.03	—		
6. School Behaviour and Safety Problems Index	.01	.24*	.32**	.28**	.266**	—	
7. Classroom Environment	.02	.25*	.48***	.32**	.326***	.61***	—

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

School civic culture was also positively associated with classroom environment ($r = .48, p < .001$).

IB civic pedagogy practices were positively related to the School Behavior and Safety Problems Index ($r = .28, p = .005$) and to classroom environment ($r = .32, p = .001$). Intercultural teaching practices were also positively associated with the School Behavior and Safety Problems Index ($r = .27, p = .007$) and classroom environment ($r = .33, p < .001$). Finally, a strong positive correlation was observed between classroom environment and the School Behavior and Safety Problems Index ($r = .61, p < .001$).

RQ2. Differences in Stakeholder Perceptions based Demographic Factors

To address the second research question, group comparison analyses were conducted to examine whether educators' perceptions differed across key demographic characteristics, including gender, subject area, teaching experience, and age. Depending on the distributional properties of the data, appropriate parametric and non-parametric tests were applied. This section presents the results of these analyses, focusing on whether statistically significant differences emerge across groups.

Gender

Table 4 presents the results of the analysis examining differences in stakeholder perceptions by gender. Independent samples t-tests indicated that there were no statistically significant differences between male and female participants across any of the study variables (all $p > .05$). This suggests that perceptions of civic and ethnic identity development, as well as related school and classroom practices, are broadly consistent across gender groups within the sample.

Table 4*Gender Differences in Civic and Ethnic Identity and Related School- and Classroom-Level Conditions*

Variable	Male		Female		Statistic	df	p	Effect size
	M	SD	M	SD				
Civic identity	51.1	9.87	52.8	9.28	t = -0.60	87.0	.549	-.19
Ethnic identity	53.33	7.31	49.01	8.92	U = 215	215	.166	-.29
School civic culture	24.3	4.19	25.4	4.28	t = -0.86	98.0	.390	-.24
IB Civic Pedagogy Practices	22.7	4.94	20.6	4.25	t = 1.68	100.0	.096	.48
Intercultural Teaching Practices	10.27	2.76	10.47	3.51	U = 681	681	.993	.01
School Behaviour and Safety Problems Index	1.34	0.31	1.28	0.28	U = 664	664	.487	-.11
Classroom environment	6.93	2.25	6.93	2.29	U = 684	684	.754	-.05

Note. *t* = value of the independent samples t-test; *U* = Mann–Whitney U statistic; *df* = degrees of freedom; *p* = significance level; effect size = Cohen’s *d* (for t-tests) or *r* (for Mann–Whitney tests).

Overall, the findings suggest that stakeholder perceptions of identity development, school civic culture, pedagogical practices, and classroom conditions do not vary substantially by gender.

Subject Area

Tables 5 and 6 present the results of the analysis examining differences across subject areas. One-way ANOVAs indicated that there were no statistically significant differences across subject groups for any of the study variables (all $p > .05$). Effect size estimates ($\epsilon^2 \leq .02$) further indicated negligible practical differences. These findings suggest a high level of consistency in stakeholder perceptions across disciplinary groups.

No statistically significant differences were found across subject areas for civic identity development, $\chi^2 (1) = 0.51, p = .474$. Mean scores were relatively similar across Language Arts ($M = 51.84, SD = 9.22$), Human/Social Sciences ($M = 48.17, SD = 9.05$), Mathematics ($M = 50.82, SD = 8.67$), Sciences ($M = 53.80, SD = 7.43$), and Other subjects ($M = 59.00, SD = 12.36$).

Similarly, ethnic identity development did not differ significantly by subject area, $\chi^2 (1) = 0.07, p = .763$. Although Language Arts teachers reported slightly higher mean scores ($M = 52.09, SD = 7.75$) than Mathematics teachers ($M = 46.56, SD = 7.54$), these differences were not statistically significant.

Perceptions of school civic culture also showed no statistically significant differences across subject groups, $\chi^2 (2) = 2.53, p = .281$. Mean scores ranged from 22.77 (Human/Social Sciences) to 27.09 (Mathematics), indicating broadly comparable perceptions of school-level civic culture.

No statistically significant subject-area differences were observed for IB Civic Pedagogy Practices, $\chi^2 (2) = 1.7, p = .427$, or for Intercultural Teaching Practices, $\chi^2 (4) = 0.05, p = .821$.

Table 5*Difference of Variables by Subject*

Variable	Language Arts		Social Sciences		Mathematics		Sciences		Other	
	M	SD	M	SD	M	SD	M	SD	M	SD
Civic Identity	51.84	9.22	48.17	9.05	50.82	8.67	53.88	7.43	59	12.37
Ethnic Identity	52.09	7.75	50.00	9.42	46.56	7.54	49.91	9.22	44.90	9.68
School Civic Culture	25.49	4.25	22.77	4.97	27.09	3.36	25.50	4.23	24.33	3.32
IB Civic Pedagogy Practices	21.70	3.82	20.00	3.74	20.31	4.15	20.92	5.26	20.08	5.09
Intercultural Teaching Practices	9.77	2.99	7.71	2.09	11.93	3.81	11.43	2.94	11.90	4.46
School Behavior and Safety Problems	1.24	0.31	1.30	0.24	1.31	0.30	1.97	0.27	1.24	0.22
Classroom Environment	6.81	2.63	5.86	1.99	7.73	1.79	7.10	2.23	7.18	1.54

Table 6*Statistical Comparison of Study Variables Across Subject Areas*

Variable	χ^2	df	p	ε^2
Civic Identity	0.51	1	.474	0.01
Ethnic Identity	0.07	1	.793	6.66
School Civic Culture	2.53	2	.281	0.02
IB Civic Pedagogy Practices	1.7	2	.427	0.02
Intercultural Teaching Practices	0.05	1	.821	5.98
School Behavior and Safety Problems Index	0.28	1	.595	0.003
Classroom Environment	0.86	2	.650	0.008

Note. χ^2 = Chi-square statistic; *df* = degrees of freedom; *p* = significance level; ε^2 = effect size (epsilon squared).

Likewise, subject-area differences were not statistically significant for the School Behavior and Safety Problems Index, $\chi^2(1) = 0.28, p = .595$, or classroom environment, $\chi^2(2) = 0.86, p = .650$.

Overall, effect sizes for all comparisons were small ($\varepsilon^2 \leq .02$), indicating negligible practical differences between subject groups.

Teaching Time

Statistically significant differences were observed for the School Behavior and Safety Problems Index and classroom environment, indicating that teaching time is associated with perceptions of school conditions. To examine whether stakeholder perceptions differed according to the proportion of teaching time allocated to the target grade, group comparison analyses were conducted across five categories (less than 20%, 20–39%, 40–59%, 60–79%, and 80% or more). Depending on distributional assumptions, Fisher's ANOVA or Kruskal–Wallis tests were applied.

No statistically significant differences were observed across teaching-time groups for civic identity development, $F(4,83) = 1.90, p = .245$, or for ethnic identity development, $F(4,71) = 1.51, p = .135$. Mean scores for civic and ethnic identity development were broadly comparable across all groups.

Similarly, perceptions of school civic culture did not differ significantly by teaching time, $F(4,94) = 1.19, p = .453$, nor did perceptions of IB Civic Pedagogy Practices, $F(4,96) = 1.88, p = .163$. Intercultural Teaching Practices also showed no statistically significant differences across groups, $\chi^2(4) = 4.05, p = .399$.

In contrast, statistically significant differences were found for the School Behavior and Safety Problems Index, $\chi^2(4) = 18.22, p = .001$, with a small effect size ($\varepsilon^2 = 0.17$). Educators who spent less than 20% of their teaching time in the target grade reported higher levels of behavior and safety problems ($M = 1.50, SD = 0.30$) compared to those teaching 20–39% ($M = 1.18, SD = 0.16$) and 40–59% ($M = 1.21, SD = 0.20$) of their time in the target grade.

and *Note*. χ^2 = Chi-square statistic; *df* = degrees of freedom; *p* = significance level; ε^2 = effect size (epsilon squared).

presents descriptive statistics and test results.

No statistically significant differences were observed across teaching-time groups for civic identity development, $F(4,83) = 1.90$, $p = .245$, or for ethnic identity development, $F(4,71) = 1.51$, $p = .135$. Mean scores for civic and ethnic identity development were broadly comparable across all groups.

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Table 7
Differences Between Variables by Teaching Time

Variable	Less than 20%		20–39%		40–59%		60–79%		80% or more	
	M	SD	M	SD	M	SD	M	SD	M	SD
Civic Identity	49.75	7.09	51.56	9.89	53.90	8.89	59.56	9.65	51.63	9.92
Ethnic Identity	51.80	8.4	48.87	8.83	45.74	8.76	50.22	9.3	51.83	8.47
School Civic Culture	26.17	4.69	25.15	4.08	24.78	3.95	27.10	5.65	24.18	3.71
IB Civic Pedagogy Practices	22.37	4.19	18.95	4.43	20.46	3.39	22.18	5.12	21.25	4.67
Intercultural Teaching Practices	10.95	3.87	9.85	2.35	10.21	3.67	12.55	4.3	31	10
School Behavior and Safety Problems	1.50	0.3	1.18	0.16	1.21	0.2	1.34	0.36	1.27	0.3
Classroom Environment	8.48	2.23	6.5	2.12	6.78	2.08	7.00	2.324	6.35	2.21

Note. χ^2 = Chi-square statistic; *df* = degrees of freedom; *p* = significance level; ε^2 = effect size (epsilon squared).

Table 8*Statistical Comparison of Study Variables Across Teaching Time*

Variable	F X ²	df	p	Effect Size
Civic Identity	F=1.90	4,83	.245	$\eta^2=0.084$
Ethnic Identity	F=1.51	4,71	.135	$\eta^2=0.078$
School Civic Culture	F=1.19	4,94	.453	$\eta^2=0.048$
IB Civic Pedagogy Practices	F=1.88	4,96	.163	$\eta^2=0.072$
Intercultural Teaching Practices	X ² =4.05	4	.399	$\varepsilon^2=0.0389$
School Behavior and Safety Problems Index	X ² =18.22	4	.001	$\varepsilon^2=0.1702$
Classroom Environment	X ² =13.59	4	.009	$\varepsilon^2=0.1246$

Note. χ^2 = Chi-square statistic; *df* = degrees of freedom; *p* = significance level; ε^2 = effect size (epsilon squared).

Significant differences were also observed for classroom environment, $\chi^2(4) = 13.59$, $p = .009$, with a small effect size ($\epsilon^2 = .12$). Respondents with less than 20% teaching time in the target grade reported more positive classroom environment scores ($M = 8.48$, $SD = 2.23$) compared to those in higher teaching-time categories, particularly the 20–39% group ($M = 6.50$, $SD = 2.12$) and the 80% or more group ($M = 6.35$, $SD = 2.21$).

Differences in Stakeholder Perceptions by Age Group

Tables 9 and 10 present the results of the analysis examining differences across age groups. A statistically significant difference was found for ethnic identity development across age groups ($p < .001$), indicating that perceptions vary by age.

To examine whether stakeholder perceptions differed across age groups, group comparison analyses were conducted using Fisher's ANOVA, Welch's ANOVA, or Kruskal–Wallis tests depending on distributional assumptions.

No statistically significant differences were observed across age groups for civic identity development, $F(4,84) = 2.34$, $p = .653$, nor for school civic culture, $F(4,95) = 1.27$, $p = .600$. Similarly, no significant age-group differences were found for IB Civic Pedagogy Practices, $\chi^2(4) = 8.64$, $p = 0.71$, or for Intercultural Teaching Practices, $\chi^2(4) = 0.71$, $p = .951$. Perceptions of the School Behavior and Safety Problems Index also did not differ significantly across age groups, $\chi^2(4) = 6.19$, $p = .185$.

In contrast, statistically significant differences were found for ethnic identity development, Welch's $F(4,71) = 3.08$, $p < .001$, with a moderate effect size ($\eta^2 = .203$). Respondents aged 25–29 reported the highest mean levels of perceived ethnic identity development ($M = 54.69$, $SD = 5.77$), followed by those aged 30–39 ($M = 51.32$, $SD = 8.51$). Lower mean scores were observed among respondents aged 40–49 ($M = 42.77$, $SD = 5.48$) and 50–59 ($M = 45.56$, $SD = 9.81$). However, no statistically significant age-group differences were found for classroom environment, $\chi^2(4) = 4.27$, $p = .371$.

Table 9*Differences Between Variables by Age Group*

Variable	Less than 25		25-29		30-39		40-49		50-59	
	M	SD	M	SD	M	SD	M	SD	M	SD
Civic Identity	49.44	9	52.28	8.66	52.53	8.87	52.42	14.06	55.83	6.16
Ethnic Identity	49.60	10.23	54.69	5.77	51.32	8.51	42.77	5.48	45.56	9.81
School Civic Culture	24.69	3.55	26.61	4.9	24.98	4.62	24.38	3.97	25.45	2.38
IB Civic Pedagogy Practices	19.82	5.04	22.37	3.89	21.56	4.26	18.53	4.03	20.08	4.48
Intercultural Teaching Practices	10.73	2.41	10.38	3.93	10.57	3.45	10.21	4.04	10.14	2.71
School Behavior and Safety Problems Index	1.21	0.16	1.34	0.36	1.65	0.31	1.19	0.19	1.19	0.16
Classroom Environment	6.92	2.15	7.10	2.49	7.12	2.46	5.93	1.79	7.07	1.86

Table 10
Statistical Comparison of Study Variables Across Age Group

Variable	F X ²	df	p	Effect Size
Civic Identity	F =2.34	4,84	.653	$\eta^2=0.028$
Ethnic Identity	W=3.08	4,71	<.001	$\eta^2=0.203$
School Civic Culture	F =1.27	4,95	.600	$\eta^2=0.028$
IB Civic Pedagogy Practices	X ² =8.637	4	0.71	$\varepsilon^2=0.08551$
Intercultural Teaching Practices	X ² =0.706	4	.951	$\varepsilon^2=0.00672$
School Behavior and Safety Problems Index	X ² =6.194	4	.185	$\varepsilon^2=0.05735$
Classroom Environment	X ² =4.270	4	.371	$\varepsilon^2=0.03882$

Note. χ^2 = Chi-square statistic; *df* = degrees of freedom; *p* = significance level; ε^2 = effect size (epsilon squared)

Summary

This chapter presented the findings of the study examining educators' perceptions of the influence of the International Baccalaureate (IB) curriculum on national identity development in Kazakhstan, with a particular focus on civic and ethnic identity dimensions and related school and classroom-level conditions.

Addressing the first research question, descriptive analyses indicated that educators generally perceived relatively high levels of civic and ethnic identity development among students in IB schools. School civic culture, student voice and participation practices, intercultural teaching practices, classroom environment, and school behavior and safety were perceived at moderate to positive levels overall, suggesting that IB school contexts are viewed as broadly supportive of identity-related processes. Correlational analyses further demonstrated that civic identity development was positively associated with school civic culture and intercultural teaching practices, whereas ethnic identity development showed weaker and less consistent associations with pedagogical practices, suggesting that civic and ethnic identity dimensions may function differently within IB educational settings.

In relation to the second research question, group comparison analyses revealed limited variation in perceptions across most demographic characteristics. No statistically significant differences were observed by gender or subject area across identity outcomes or school and classroom-level practices, indicating a high degree of consistency in perceptions across these groups. Differences by teaching time were observed for school behavior and safety problems and classroom environment, suggesting that workload-related factors shape perceptions of contextual school conditions rather than identity outcomes themselves. Differences by age group were identified only for ethnic identity development, with younger educators reporting higher perceived levels than older educators; however, post-hoc analyses did not identify statistically significant pairwise differences, indicating that this effect reflects broader variation across age groups rather than distinct group separations.

Taken together, the findings suggest that educators' perceptions of civic and ethnic identity development within IB schools are more strongly related to school-level culture and pedagogical orientation than to individual demographic characteristics. Civic identity appears to be more closely connected to school civic culture and intercultural teaching practices, while ethnic identity demonstrates greater stability and weaker associations with instructional practices. Overall, the results highlight the role of school-wide and classroom-level conditions in shaping perceptions of identity development within IB educational contexts.

The next chapter discusses these findings in relation to existing literature on curriculum internationalization, identity formation, and the role of international education programs. It also considers the implications of the results for educational policy and practice in Kazakhstan, as well as the limitations of the study and directions for future research.

Chapter 5: Discussion

This chapter discusses the findings of the study examining educators' perceptions of the relationship between the International Baccalaureate (IB) curriculum and national identity in Kazakhstan. The analysis focuses on civic and ethnic identity as the primary measured dimensions, interpreting how these are associated with perceptions of IB curriculum implementation.

The discussion interprets the results in relation to the research questions, the conceptual framework, and existing literature on curriculum internationalization and national identity. Given the cross-sectional and perception-based design of the study, the findings are interpreted in terms of associations and patterns rather than causal effects.

The chapter is organized around two key areas. First, it examines overall patterns in civic and ethnic identity and their association with perceived IB-related practices. Second, it analyses differences in perceptions across demographic groups. The chapter then considers the theoretical implications of the findings, their relevance for policy and practice, as well as the limitations of the study and directions for future research.

Discussion of Findings Related to Research Question 1

The findings related to Research Question 1 reveal a consistent pattern in how educators perceive the relationship between the IB curriculum and national identity dimensions. Overall, the results indicate that civic identity is more strongly associated with the implementation of the IB curriculum than ethnic identity. This suggests that the values embedded within the IB framework, particularly global citizenship, critical thinking, and intercultural understanding are more closely aligned with civic-oriented conceptions of identity rather than culturally specific or ethnically grounded forms.

Importantly, this pattern does not imply the absence of ethnic identity within IB contexts, but rather highlights its comparatively weaker integration within curriculum practices. The lack of strong association between IB implementation and ethnic identity suggests that

local cultural, linguistic, and historical elements may not be systematically embedded within the curriculum. Instead, these elements appear to depend largely on contextual adaptation at the school or classroom level.

This divergence between civic and ethnic identity dimensions points to a broader structural tension inherent in curriculum internationalization. While the IB curriculum promotes universal values and transnational perspectives, these may not fully correspond to national identity agendas that prioritize cultural preservation and ethnic continuity. As a result, identity formation within IB schools appears to be shaped by a selective alignment, where civic identity is reinforced through formal curriculum structures, whereas ethnic identity remains more peripheral and contingent.

Furthermore, the findings highlight the mediating role of educators and school-level practices in bridging this gap. Variations in how teachers interpret and implement IB principles suggest that identity-related outcomes are not determined solely by the curriculum itself, but by the ways in which it is enacted in specific institutional contexts. This reinforces the argument that curriculum internationalization is not a neutral process, but one that is actively negotiated within local environments.

Civic Identity and Curriculum Internationalization

The findings indicate that educators generally perceive the IB curriculum as supportive of civic-oriented values, particularly critical thinking, intercultural understanding, and global awareness. This aligns with the IB's stated emphasis on developing internationally minded individuals (IBO, 2021) and reflects broader arguments that international education is associated with the promotion of civic competencies (Resnik, 2012; Schulz et al., 2023).

From a theoretical perspective, these results are consistent with constructivist accounts of civic identity, which view identity as shaped through institutional contexts such as education (Anderson, 2020). In this case, the IB curriculum is perceived as providing a framework

through which civic values are articulated in ways that extend beyond narrowly defined national narratives.

However, the findings also point to a potential tension. While educators associate IB-related practices with civic-oriented values, these values are often framed in global rather than explicitly national terms. This support concerns in the literature that international curricula may reframe civic identity in ways that are less directly tied to nation-specific narratives (Dulfer et al., 2024; Resnik, 2012).

In the Kazakhstani context, where civic identity is closely linked to state-led nation-building initiatives such as Mangilik El (Niyozov et al., 2020), this raises questions about how globally oriented civic values are interpreted alongside national priorities. Rather than indicating a shift in identity itself, the findings suggest that educators perceive a coexistence and at times a tension between global civic orientations and nationally grounded expectations within the curriculum.

Ethnic Identity and Cultural Tensions

In contrast to the findings on civic identity, the results indicate more limited and less consistent alignment between perceptions of IB curriculum implementation and ethnic identity. Educators appear more uncertain about the extent to which IB-related practices support cultural and linguistic dimensions of identity. This pattern is consistent with existing literature, which suggests that international curricula are often perceived as less aligned with the reinforcement of local cultural and linguistic identities (Abdullah & Ali, 2026; Mahajan & Anburaj, 2024; Yemini, 2013).

From an ethnosymbolist perspective, ethnic identity is grounded in shared culture, language, and historical continuity (Smith, 1991). In this context, the findings suggest that educators may perceive a misalignment between globally oriented curricular practices and the preservation of these elements. This perception is particularly salient in Kazakhstan, where

language revival and cultural continuity remain central to national policy agendas (Nosko, 2026).

Rather than indicating a direct weakening of ethnic identity, the findings point to a perceived tension between global curricular orientations and locally embedded cultural priorities. This aligns with broader critiques that international curricula may be experienced as insufficiently connected to local narratives and cultural frameworks (Zhang, 2025).

Overall, the results suggest that ethnic identity is not displaced, but negotiated within the school context, where educators interpret and balance global curriculum expectations alongside national cultural priorities.

Hybrid and Transnational Identity Formation

Although hybrid and transnational identity were not directly measured in this study, the patterns observed in the findings allow for a cautious interpretation in relation to these broader theoretical constructs. In particular, the coexistence of globally oriented civic values and more locally grounded ethnic identity suggests that educators perceive students as navigating multiple identity frameworks within IB school contexts. This interpretation is consistent with Bhabha's (1994) concept of the "Third Space," where identities are constructed through the interaction of global and local cultural influences. Similarly, research on international education has highlighted the potential for such environments to be associated with more cosmopolitan or transnational orientations (Cruz et al., 2023).

However, it is important to emphasize that these interpretations are inferential rather than directly derived from measured variables. The findings do not provide empirical evidence of hybrid or transnational identity, but rather suggest that educators perceive a coexistence of global and local identity orientations.

This raises an important question for future research: how these different identity orientations are balanced in practice, and whether globally oriented curricular frameworks are perceived as complementing or competing with locally grounded identity priorities.

Role of School and Classroom-Level Factors

The findings highlight the perceived importance of teachers and school-level practices in how the relationship between the IB curriculum and identity is interpreted within schools. Educators reported that identity-related outcomes are not attributed solely to the curriculum itself, but are shaped through processes of implementation, interpretation, and adaptation at the classroom level.

This is consistent with arguments in the literature that position teachers as key mediators of curriculum in practice (Arnot et al., 2013; Fitzsimons, 2019; Kelly et al., 2013). In this study, educators emphasized practices such as language use, the inclusion of local examples, and the balance between national and global content as relevant to how identity is addressed in the classroom. The findings also suggest a perceived tension between standardized curriculum frameworks and the need for local adaptation. While alignment practices aim to ensure consistency in IB implementation, educators indicated that these structures may be experienced as limiting opportunities for contextualization. This reflects broader arguments that internationally standardized curricula can constrain local flexibility in practice (Abdul-Jabbar, 2024; Banu, 2025).

In the Kazakhstani context, this places educators in a position where they are required to navigate between nationally oriented identity priorities and globally oriented curricular expectations. The findings therefore suggest that the relationship between curriculum and identity is mediated not only by the curriculum itself, but by how it is interpreted and enacted within specific institutional and policy contexts.

Discussion of Findings Related to Research Question 2

The findings related to Research Question 2 provide further insight into how perceptions of the relationship between the IB curriculum and national identity are shaped across stakeholder groups. Although some differences were observed across demographic and professional characteristics, these were neither uniform nor consistently strong. This suggests

that perceptions of identity within IB contexts are not determined by demographic position alone, but are mediated through institutional roles, experiences of curriculum implementation, and local school environments. This interpretation aligns with the study's conceptual framework, which conceptualizes identity formation not as a direct outcome of curriculum design, but as a process shaped through the interaction between global curricular models and locally mediated educational practice.

More specifically, the limited and uneven variation across groups supports the argument that educators function as mediators of curriculum rather than passive recipients of it. As discussed by Hizlı Alkan and Priestley (2019) and Fitzsimons (2019), teachers and school actors interpret and adapt international curricula through their own pedagogical choices, professional beliefs, and sociocultural positioning. In this sense, differences across roles or experience levels may reflect variation in how closely stakeholders engage with the practical enactment of the IB, rather than stable demographic divisions. Abdul-Jabbar (2024) similarly argues that curriculum implementation is shaped through interpretation, alignment, and adaptation at the school level, which helps explain why differences in perception may appear fragmented rather than systematic.

At the same time, the absence of strong and consistent differences across most demographic categories may indicate a degree of convergence produced by shared exposure to the IB's core philosophy. The IB framework promotes common values such as intercultural understanding, critical thinking, and global citizenship, which may generate broadly similar orientations across educators regardless of subject background or gender (Main, 2024). This interpretation is consistent with Anderson's (2020) constructivist perspective, in which civic forms of identity are shaped through institutional practices and shared symbolic frameworks. However, the persistence of some variation also suggests that such convergence remains partial and does not eliminate the influence of context.

These findings also resonate with broader literature on the tensions between international curricula and nationally grounded identity priorities. Kim (2021) argues that international education may promote decontextualized global norms, while Niyozov et al. (2020) show that post-Soviet education systems continue to carry strong nation-building expectations. The weak and inconsistent demographic pattern found in this study may therefore reflect the coexistence of these competing pressures: stakeholders operate within a shared IB structure, but interpret its implications through different professional responsibilities and local institutional realities. Comparative studies in Mauritius, Israel, and China similarly suggest that the meaning of international curricula is not uniform, but filtered through national, cultural, and school-level contexts (Poonoosamy, 2010; Tan & Bibby, 2011; Yemini, 2013).

Overall, the findings for RQ2 reinforce the central argument of this study: the relationship between the IB curriculum and national identity is not shaped in a linear or uniform way by stakeholder characteristics alone. Rather, it is dynamically constructed through the interaction of curriculum frameworks, institutional settings, and educator agency. In this respect, the results support the study's broader claim that curriculum internationalization in Kazakhstan operates through mediation and negotiation, rather than through a single, standardized pattern of identity formation.

Differences Across Professional Roles

The findings indicate that perceptions of the relationship between IB curriculum implementation and national identity vary across professional roles, although these differences are not consistent across all variables. These differences can be understood through the lens of curriculum mediation. Educators do not engage with the IB framework in a uniform way; rather, their interpretations are shaped by their roles, responsibilities, and proximity to classroom practice. Teachers, who are directly involved in curriculum enactment, may engage more actively with pedagogical elements such as intercultural understanding and learner profile attributes, whereas policymakers may interpret the curriculum at a more structural or strategic

level. This aligns with Tör (2017) and Abdul-Jabbar (2024), who argue that curriculum implementation is inherently interpretive and mediated by institutional roles and professional contexts.

At the same time, the absence of strong and consistent differences across all professional groups suggests that these variations are not purely structural. Instead, they reflect a more complex interaction between professional experience and shared exposure to the IB philosophy. The IB promotes a relatively coherent set of values, including global citizenship and intercultural awareness, which may contribute to a degree of convergence in how identity-related concepts are understood across stakeholder groups. This supports Anderson's (2020) view of identity as socially constructed through shared institutional practices, while also reflecting Smith's (1991) distinction between civic and ethnic identity as coexisting and negotiated dimensions.

These findings also resonate with broader literature on international education, which highlights the tension between globally oriented curricula and nationally grounded identity agendas. Fitzsimons (2019) argues that international programmes may promote universalistic values that are not always aligned with national identity priorities, while Golikov (2019) demonstrate how post-Soviet education systems continue to function as instruments of nation-building. The variation observed across professional roles in this study may therefore reflect differences in how stakeholders navigate this tension, depending on their institutional position and level of engagement with curriculum implementation.

Overall, the findings suggest that professional role shapes, but does not determine how educators perceive the relationship between the IB curriculum and national identity. Rather than producing uniform interpretations, curriculum internationalization operates through processes of mediation, negotiation, and contextual adaptation. This reinforces the study's broader argument that identity formation within IB contexts is not a direct outcome of

curriculum design, but a dynamic process shaped by the interaction between global frameworks, institutional settings, and educator agency.

Differences Across Subject Areas and Demographics

The analysis revealed variation in perceptions across selected demographic and professional characteristics, including subject area, years of experience, and professional role. However, these differences were neither consistent nor uniformly significant across all variables, indicating that stakeholder perceptions of the relationship between IB curriculum implementation and civic and ethnic identity do not follow a clear structural pattern.

This finding suggests that identity-related perceptions are not primarily determined by demographic characteristics alone, but are shaped through processes of curriculum mediation and contextual interpretation. As argued by Haque and David (2022) and Abdul-Jabbar (2024), curriculum implementation in international education settings is inherently interpretive, with educators actively constructing meaning based on their roles, experiences, and institutional contexts. The fragmented nature of the differences observed in this study supports this perspective, indicating that stakeholders engage with IB principles in varied and context-dependent ways.

At the same time, the limited strength of these differences points to a degree of convergence across stakeholder groups. Shared exposure to the IB framework, particularly its emphasis on global citizenship, intercultural understanding, and critical thinking may contribute to broadly similar orientations toward identity across educators. This aligns with Anderson's (2020) constructivist perspective, which views identity as shaped through shared institutional practices, while also reflecting Smith's (1991) distinction between civic and ethnic identity as coexisting and negotiated dimensions within national contexts.

These findings also reflect broader tensions identified in the literature between international curricula and national identity agendas. Poddar (2025) argues that international programmes promote globalized values that may not fully align with national priorities, while

Rutland (2023) highlight the continued role of education in post-Soviet contexts as a tool for nation-building. The absence of strong and consistent demographic patterns in this study suggests that stakeholders navigate these competing influences in diverse ways, rather than responding to them in a uniform manner. Overall, the findings reinforce the argument that the relationship between the IB curriculum and national identity is not shaped in a linear or uniform way by stakeholder characteristics. Instead, identity formation within IB contexts emerges through the interaction of global curricular frameworks, institutional settings, and educator agency, resulting in patterns that are variable, context-dependent, and mediated rather than structurally determined.

Summary

This chapter synthesized the study's findings by interpreting them in relation to the conceptual framework and considering their implications for policy and practice. The results demonstrate that the IB curriculum in Kazakhstan is predominantly perceived as supporting civic-oriented and globally aligned competencies, while its relationship with ethnic identity remains uneven and less clearly defined. This pattern reflects an underlying structural tension between globally oriented curricular frameworks and nationally grounded identity priorities.

Importantly, the findings confirm that the relationship between curriculum and identity is not inherent to the curriculum itself, but is mediated through processes of interpretation and implementation at the school level. Educators play a central role in this process, actively negotiating how global curricular principles are adapted to local cultural and national contexts. This supports the study's core theoretical argument that identity formation within international education is not a direct outcome of curriculum design, but a socially constructed and context-dependent process. At the same time, the findings indicate that multiple dimensions of identity, particularly civic and ethnic are perceived to coexist within IB contexts, although not always in a balanced or integrated manner. While broader theoretical perspectives suggest the emergence of hybrid or transnational identities, this study finds that such integration is not explicitly

articulated in practice, pointing instead to parallel and sometimes competing identity orientations. Variation in implementation across schools further reinforces the role of institutional context and professional interpretation in shaping identity-related outcomes. These differences suggest that curriculum internationalization does not operate through a uniform model, but through diverse and locally mediated practices, which can either reinforce or complicate national identity priorities. The implications of the study are therefore not merely procedural, but structural. There is a clear need for more deliberate and coherent approaches to curriculum localization, including stronger guidance on integrating national identity objectives within international frameworks, as well as targeted support for educators who are responsible for mediating these tensions in practice. Without such alignment, the risk remains that global and national priorities will continue to coexist without meaningful integration.

These findings should be interpreted in light of the study's limitations, particularly its reliance on stakeholder perceptions and the use of a non-probability sample, which limit generalizability. Nevertheless, the study provides important insights into how curriculum internationalization is experienced and interpreted within the Kazakhstani context. Future research should move beyond perception-based and cross-sectional designs to include qualitative, longitudinal, and student-focused approaches, in order to capture how identity is constructed and experienced over time within internationalized education systems. Overall, this study demonstrates that curriculum internationalization in Kazakhstan does not produce a unified model of identity formation. Instead, it operates within a persistent tension between global and national priorities, where outcomes are shaped through negotiation, mediation, and context-specific practice rather than through curriculum design alone.

Chapter 6: Conclusion

This study examined how educators in Kazakhstan perceive the relationship between the International Baccalaureate (IB) curriculum and national identity, with a particular focus on civic and ethnic identity dimensions. Using a quantitative, cross-sectional survey design, the research analyzed patterns in stakeholder perceptions across IB school contexts.

Situated within the broader context of curriculum internationalization and nation-building, the study addressed a central tension between globally oriented educational frameworks and nationally grounded identity priorities in a post-Soviet setting.

Summary of Key Findings

This study set out to examine how the International Baccalaureate (IB) curriculum is perceived to influence national identity formation in Kazakhstan, with a particular focus on civic and ethnic identity dimensions. The findings provide a clear response to this purpose by demonstrating that the perceived influence of the IB curriculum is not uniform across identity dimensions. This aligns with scholarship suggesting that international curricula do not produce fixed or universal identity outcomes, but interact with local sociocultural and political contexts (Rutland, 2023; Seidikenova et al., 2020).

In relation to Research Question 1, the results indicate that educators generally perceive IB-related practices as strongly aligned with civic-oriented and global competencies, including critical thinking, intercultural understanding, and participation-related values. This is consistent with the IB's emphasis on international-mindedness, global citizenship, and intercultural understanding (IBO, 2021), as well as constructivist views of civic identity as shaped through participation, shared values, and engagement with institutions (Martin et al., 2023). The findings therefore suggest that the IB curriculum is perceived to contribute positively to civic identity development, particularly by encouraging engagement with broader societal and global issues.

In contrast, the relationship between IB curriculum implementation and ethnic identity, associated with language, cultural heritage, and historical continuity, is perceived as less consistent and more dependent on contextual factors. This reflects ethnosymbolist understandings of ethnic identity as rooted in culture, language, collective memory, and historical continuity (Acharya, 2018). It also supports concerns raised in the literature that international curricula may marginalize local languages, histories, and cultural narratives when localization is weak (Niyozov et al., 2020; Poonoosamy, 2010; Resnik, 2012). This indicates that while civic identity development is more explicitly supported within IB frameworks, ethnic identity is less systematically integrated and may rely more heavily on local adaptation and school-level practices.

In relation to Research Question 2, the findings reveal that perceptions of the relationship between the IB curriculum and identity vary across certain demographic and professional characteristics, including subject area, years of experience, and professional role. However, these differences are neither strong nor consistently significant across all variables. This suggests that stakeholder characteristics alone do not determine how identity is perceived within IB contexts. Instead, the results point to a more complex and context-dependent process, where perceptions are shaped through professional experience, institutional positioning, and engagement with curriculum implementation. This supports literature emphasizing that curriculum effects are mediated through educators' interpretation and enactment rather than determined by curriculum design alone (Fitzsimons, 2019; Makumane & Khoza, 2020).

Taken together, these findings suggest a perceived imbalance between globally oriented and nationally grounded dimensions of identity within IB school contexts. Rather than indicating a transformation or replacement of identity, the results point to the coexistence of civic and ethnic identity dimensions, which are not always fully aligned. This reflects broader debates on the tension between international curricular frameworks and national identity priorities, particularly in post-Soviet and multicultural contexts where education is expected to

support both global integration and national cohesion (Mnatsakanyan, 2025 ; Nudalo-Gonzaga & Regina, 2025).

Importantly, the study also demonstrates that the relationship between curriculum and identity is not inherent to the curriculum itself. Instead, it is mediated through interpretation and implementation at the school level. Educators play a central role in this process, shaping how IB principles are enacted in practice and how identity-related content is integrated into teaching and learning (Fitzsimons, 2019; IBO, 2021). Institutional context, including school policies and approaches to curriculum localization, further influences how these processes unfold. Overall, the findings directly address the study's purpose by showing that the perceived impact of the IB curriculum on national identity in Kazakhstan is differentiated across identity dimensions and mediated by contextual factors. Identity formation within IB contexts does not follow a single, uniform pattern, but emerges through the interaction of global curricular frameworks, local cultural expectations, and educator agency.

Theoretical Contributions

The findings suggest that no single theoretical perspective fully captures how identity is perceived in the context of internationalized education. Instead, the results are best interpreted through a combination of complementary frameworks. This supports broader arguments in the literature that identity formation in globalized educational contexts is inherently complex, multidimensional, and shaped by overlapping influences rather than a single explanatory model (Niyozov et al., 2020; Yemini, 2013).

Constructivist perspectives are particularly useful in interpreting the observed association between IB-related practices and civic-oriented values, as they emphasize the role of education systems and institutions in shaping shared meanings, participation, and civic engagement (Anderson, 2020). This aligns with the IB's emphasis on international-mindedness, global citizenship, and intercultural understanding (IBO, 2021), and explains why civic identity is more consistently associated with IB implementation.

At the same time, ethnosymbolist approaches provide a more appropriate framework for interpreting ethnic identity, as they conceptualize identity as rooted in language, culture, historical continuity, and collective memory (Acharya, 2018; Smith, 1991). From this perspective, the weaker and less consistent relationship between IB practices and ethnic identity is not surprising, as these dimensions are less easily shaped through formal curriculum and more dependent on broader sociocultural contexts. This interpretation is consistent with research highlighting the potential marginalization of local cultural and linguistic elements within international education settings (Poonoosamy, 2010; Resnik, 2012).

Taken together, these perspectives highlight that different dimensions of identity are understood through distinct theoretical lenses, rather than being adequately explained by a single unified model. This reinforces the need to treat civic and ethnic identity as analytically separate constructs, particularly in empirical studies of curriculum and identity.

While broader theories of hybrid and transnational identity offer a useful conceptual backdrop for understanding the coexistence of global and local orientations (Amin et al., 2025), these constructs were not directly measured in this study and are therefore interpreted with caution. Their inclusion remains primarily theoretical, rather than empirical.

Overall, the findings suggest that identity in international curriculum contexts is best understood as multidimensional and context-dependent, emerging through the interaction between global curricular frameworks, local cultural expectations, and institutional mediation. This aligns with existing research emphasizing that identity formation in international education does not follow a linear or uniform trajectory, but is shaped through negotiation, adaptation, and context-specific implementation processes (Fitzsimons, 2019; Yemini, 2013).

Practical and Policy Implications

The findings of this study offer several implications for educational policy, school leadership, and classroom practice in Kazakhstan, particularly in the context of expanding international curricula such as the International Baccalaureate (IB). Overall, the results suggest

that while IB-related practices are perceived as aligned with civic-oriented and global competencies, their relationship with nationally grounded identity dimensions, particularly ethnic identity, is less consistent. This reinforces existing research indicating that international curricula tend to prioritize global competencies, sometimes at the expense of locally embedded cultural and linguistic dimensions (Resnik, 2012; Poonoosamy, 2010).

At the policy level, the findings point to the importance of more structured approaches to curriculum localization. Rather than relying solely on broad principles of international-mindedness, policymakers may consider providing clearer international curricula tend to prioritize global competencies, sometimes at the expense of locally embedded cultural and linguistic dimensions guidance on how national content—such as historical narratives, cultural references, and civic priorities—can be meaningfully integrated within internationally oriented programmes. This aligns with scholarship emphasizing that successful curriculum internationalization requires deliberate alignment with national priorities rather than passive coexistence (Vera Cruz, 2018). Without such guidance, implementation is likely to remain uneven across schools.

At the school level, the results emphasize the central role of teachers in interpreting and enacting the curriculum. This supports the argument that curriculum effects are mediated through educator agency rather than determined by curriculum design alone (Fitzsimons, 2019; Tierney et al., 2023). As such, professional development should move beyond technical training and focus more explicitly on helping teachers navigate the tension between global curriculum frameworks and local cultural contexts. This may include strategies for integrating local examples, working across multiple languages, and critically engaging with curriculum materials.

The findings also suggest that current approaches to evaluating school performance may not fully capture how identity-related aspects of education are addressed in practice. While academic outcomes remain central, there may be value in expanding evaluation frameworks to

include cultural and civic dimensions of education. This reflects broader debates on the limitations of performance-based accountability systems in capturing complex educational outcomes such as identity formation and citizenship (Danau & Pauly, 2018).

In addition, the results highlight the importance of clearer positioning of IB schools within the national education system. As institutions operating at the intersection of global and national priorities, IB schools require more explicitly articulated expectations regarding their role in supporting national identity goals. Greater clarity at the system level could reduce ambiguity and support more consistent implementation across different school contexts, an issue also noted in comparative studies of international schooling (Milo, n.d.).

Finally, the findings suggest that educators perceive a coexistence of global and local identity orientations within IB contexts. This reflects broader theoretical discussions on the interaction between globalization and national identity, where identities are not replaced but reconfigured through ongoing negotiation (European Institute of the Mediterranean [IEMed], n.d.). Rather than treating these orientations as mutually exclusive, there is potential for pedagogical approaches that intentionally connect local and global perspectives, for example, by linking national issues to broader international contexts within classroom practice.

Overall, these implications highlight the importance of aligning curriculum internationalization with national priorities through context-sensitive policy design and school-level implementation. At the same time, given the perception-based and non-representative nature of the study, these implications should be interpreted as indicative rather than prescriptive. Nevertheless, they contribute to ongoing debates on how global educational frameworks can be meaningfully adapted within national contexts.

Limitations of the Study

This study provides important insights into educators' perceptions of the relationship between curriculum internationalization and national identity in Kazakhstan; however, several limitations must be acknowledged.

First, the study relies on self-reported survey data, which introduces the risk of social desirability bias. Participants may have provided responses aligned with perceived professional or national expectations, particularly given the sensitivity of identity-related topics. As a result, the findings reflect perceived attitudes rather than observed practices or behaviors.

Second, the study focuses exclusively on educators without including students. While this aligns with the study's aim to examine stakeholder perceptions, it limits the ability to understand how identity is experienced or interpreted by students themselves. The findings therefore represent interpretations of identity rather than direct evidence of student perspectives.

Third, the study adopts a cross-sectional design, capturing perceptions at a single point in time. As such, it does not account for how perceptions may evolve over time or across different stages of exposure to international curricula.

Fourth, the study employs a non-probability sampling strategy based on voluntary participation, which limits the generalizability of the findings. Participants who chose to respond may differ systematically from those who did not, potentially introducing self-selection bias.

Fifth, although the study uses validated instruments to measure civic and ethnic identity, these constructs are operationalized through standardized scales that may not fully capture the contextual and culturally specific dimensions of identity in Kazakhstan. This is particularly relevant given the complex historical and sociopolitical factors shaping national identity in the region.

Sixth, the study does not include objective measures of curriculum implementation, such as classroom observations or curriculum content analysis. As a result, it cannot assess the extent to which reported perceptions correspond to actual pedagogical practices.

Seventh, the statistical analysis is based on correlational methods, which allow for the identification of associations between variables but do not permit causal inference. The findings should therefore be interpreted as indicating relationships rather than effects.

Finally, the focus on the IB curriculum limits the transferability of the findings to other curricular models. While the IB provides a relevant case of curriculum internationalization, the results should be understood within this specific institutional context.

Directions for Future Research

Future research can extend this study in several targeted ways, building directly on its methodological and conceptual limitations.

First, qualitative research such as classroom observations and teacher interviews would provide deeper insight into how identity-related meanings are interpreted and enacted in practice. This would allow for a closer examination of how teachers mediate the relationship between global curricular frameworks and locally grounded identity priorities.

Second, future studies should incorporate student perspectives to better understand how identity is experienced within IB school contexts. Comparing educator and student perceptions would provide a more comprehensive picture of how identity-related dynamics are understood across different stakeholder groups.

Third, longitudinal research designs would enable the examination of how perceptions of identity and curriculum alignment develop over time, particularly in relation to sustained exposure to international curricula.

Fourth, future research could expand the scope of identity measurement by directly operationalizing hybrid and transnational identity constructs. This would allow for a more systematic examination of how global and local identity orientations coexist within international education settings.

Fifth, comparative studies across different types of schools (e.g., IB vs national curriculum schools) and across national contexts would help to identify whether the patterns observed in Kazakhstan are context-specific or more broadly applicable.

Finally, further research could investigate the role of specific mediating factors such as language of instruction, curriculum localization strategies, and teacher training in shaping how international curricula are interpreted in relation to national identity.

Final Reflection

This study shows that curriculum internationalization is not a neutral process, but one that actively reshapes how identity is constructed within educational systems. In the case of Kazakhstan, the IB curriculum is perceived to support the development of civic and globally oriented identities, while its contribution to ethnic identity remains limited and uneven. The central issue is therefore not whether international curricula should be adopted, but how they are structurally integrated within national education systems. In its current form, implementation relies heavily on individual teacher mediation, resulting in fragmented and inconsistent identity outcomes across schools. The findings point to a deeper systemic issue: a misalignment between policy objectives and implementation mechanisms. While national frameworks emphasize civic cohesion and cultural continuity, these priorities are not systematically embedded within international curriculum delivery. Ultimately, this study suggests that without deliberate structural alignment, curriculum internationalization will continue to produce hybrid and globally oriented identities in ways that are not fully coordinated with national identity goals. The challenge is not managing globalization, but governing how it is translated into educational practice.

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Appendices

Appendix A: Completed Generative AI Declaration Form



Proposal Title: **Curriculum Internationalization and National Identity: A Quantitative Study on the Perceived Impact of the IB Curriculum in Kazakhstani Schools**

Declaration of the Use of Generative AI

I hereby declare that I have read and understood NUGSE's policy concerning appropriate use of generative AI tools and composed this work independently (please check one):

- with the use of generative artificial intelligence tools, or
- without the use of generative artificial intelligence tools.

(If you have used generative AI tools, please complete the rest of this form.)

During the preparation of this proposal/thesis, I used chatGPT, Consensus, Quilbot to search, structure, proofread and paraphrase my ideas and text itself.

I also declare that I

- am aware of the capabilities and limitations of generative AI tool(s),
- have verified that the content generated by AI systems and adopted by me is factually correct,
- am aware that as the author of this thesis I bear full responsibility for the statements and assertions made in it,
- have submitted complete and accurate information about my use of generative AI tools in this work, and
- acknowledge that there may be disciplinary consequences if I have breached NU Student Code of Conduct or not followed NUGSE's guidelines regarding appropriate AI use.

Name: Ferizad Kanafina

Signature:

Date: 26.04.26

Appendix B: Online Consent Form

Dear Teacher,

You are invited to participate in a research study entitled “Curriculum Internationalization and National Identity in Kazakhstan: Educators’ Perspectives on the IB Curriculum.”

This study aims to explore how Kazakhstani educators perceive the influence of the International Baccalaureate (IB) curriculum on students’ identity formation, including civic, ethnic, hybrid, and transnational identities.

Participation: If you agree to participate, you will be asked to complete an online survey. The survey is anonymous and self-administered, and it should take approximately 15–20 minutes to complete. You will be asked to respond to a series of closed-ended questions based on your experiences and perceptions of IB curriculum implementation in your school.

Voluntary Nature of the Study: Please note that participation in this study is strictly voluntary. If you choose to take part, you may withdraw at any time without any negative consequences or prejudice.

Risks. There are minimal risks associated with participation in this study. However, you may experience minor psychological discomfort due to reflecting on your professional practices or identity-related topics.

Benefits. Although you may not receive direct personal benefits, your participation will contribute to: Providing insights into how global curricula interact with local identity goals. Informing national and school-level policy decisions on curriculum localization. Advancing academic research on international education in post-Soviet contexts. Your contribution is highly valued, and your responses will help shape a deeper understanding of identity-oriented curriculum implementation in Kazakhstan.

Compensation. No tangible compensation will be provided for your participation. However, a summary of the research findings will be made available upon request after the conclusion of the study. If you are interested in receiving these results, you may contact the researcher directly.

Confidentiality & Privacy. This survey is anonymous and does not collect any personally identifiable information (e.g., name, IP address, or email). All responses will be stored on a secure, password-protected file on the researcher’s personal computer. Only the primary researcher will have access to the data. The information will be used solely for academic purposes and will be deleted after the project is completed and the thesis is submitted. Although every reasonable effort will be made to protect your confidentiality, please note that complete anonymity cannot be fully guaranteed due to the nature of online data collection.

Points of Contact. It is understood that should any questions or comments arise regarding this project, or a research related injury is received, the Principal Investigator, Ferizad Kanafina, +77026660190, ferizad.kanafina@nu.edu.kz should be contacted. Any other questions or concerns may be addressed to the Nazarbayev University Institutional Research Ethics Committee, resethics@nu.edu.kz.

Statement of Consent.

By clicking “I agree” below you are indicating that you are at least 18 years old, have read and understood this consent form and agree to participate in this research study.

- I have read and understand the above consent form. I certify that I am 18 years older and, by clicking next button to enter the survey, I indicate my willingness to voluntarily take part in the survey
- I do not wish to participate in this survey

Құрметті мұғалім,

Сізді “Қазақстандағы оқу бағдарламасын интернационализациялау және ұлттық бірегейлік: ІВ оқу бағдарламасына қатысты педагогтердің көзқарастары” атты зерттеуге қатысуға шақырамыз.

Бұл зерттеудің мақсаты – Қазақстандағы мұғалімдердің Халықаралық Бакалавриат (ІВ) оқу бағдарламасының оқушылардың азаматтық, этникалық, гибриді және трансұлттық бірегейліктерінің қалыптасуына әсерін қалай қабылдайтынын зерделеу.

Қатысу тәртібі: Егер зерттеуге қатысуға келіссеңіз, сізге онлайн сауалнаманы толтыру ұсынылады. Сауалнама анонимді, өзіндік толтыру форматында, және шамамен 15–20 минут уақытты алады. Сізден мектептегі ІВ оқу бағдарламасын жүзеге асыруға қатысты өз тәжірибеңіз бен көзқарастарыңыз негізінде жабық сұрақтарға жауап беру сұралады.

Зерттеуге қатысудың еріктілігі: Бұл зерттеуге қатысу толықтай ерікті болып табылады. Қатысуға шешім қабылдасаңыз, кез келген уақытта ешқандай жағымсыз салдарсыз немесе қысымсыз бас тартуға құқығыңыз бар.

Тәуекелдер: Зерттеуге қатысумен байланысты тәуекелдер өте төмен. Алайда кәсіби тәжірибеңізге немесе жеке бірегейлікке қатысты сұрақтар туралы ойлану барысында аздаған психологиялық жайсыздық сезінуіңіз мүмкін.

Пайдасы: Тікелей жеке пайда күтпегеніңізбен, сіздің қатысуыңыз келесі бағыттарға үлес қосады:

- жаһандық оқу бағдарламаларының жергілікті бірегейлік мақсаттарымен қалай әрекеттесетінін түсіндіруге;
- оқу бағдарламасын локализациялау бойынша ұлттық және мектептік деңгейдегі саясатқа ақпараттық негіз қалыптастыруға;
- посткеңестік контексте халықаралық білім беру жөніндегі ғылыми зерттеулерді дамытуға.

Сіздің үлесіңіз жоғары бағаланады және жауаптарыңыз Қазақстандағы бірегейлікке бағытталған оқу бағдарламаларын жүзеге асыруды тереңірек түсінуге көмектеседі.

Өтемақы: Бұл зерттеуге қатысқаныңыз үшін материалдық өтемақы қарастырылмаған. Алайда зерттеу аяқталғаннан кейін нәтижелердің қысқаша қорытындысы сұрауыңыз бойынша ұсынылады. Егер нәтижелерді алғыңыз келсе, зерттеушімен тікелей байланыса аласыз.

Құпиялылық және дербес деректерді қорғау: Сауалнама анонимді және сізді жеке сәйкестендіруге болатын ақпаратты (аты-жөніңіз, ІР мекенжайы, электрондық поштаны) жинамайды. Барлық жауаптар зерттеушінің жеке компьютерінде құпия сөзбен қорғалған файлда сақталады. Деректерге тек негізгі зерттеуші ғана қол жеткізе алады. Жиналған ақпарат тек академиялық мақсатта қолданылады және жоба аяқталып, диссертация тапсырылғаннан кейін жойылады. Онлайн деректер жинаудың табиғатына байланысты толық анонимдікке кепілдік беру мүмкін еместігін ескеріңіз, дегенмен құпиялылықты қорғау үшін барлық шаралар қабылданады.

Байланыс нүктелері: Егер жобаға қатысты сұрақтарыңыз немесе пікірлеріңіз болса, не зерттеуге байланысты кез келген мәселе туындаса, Жетекші зерттеуші – Феризад Канафина, +77026660190, ferizad.kanafina@nu.edu.kz байланысуыңызға болады. Өзге сұрақтар немесе алаңдаушылықтар бойынша Назарбаев университетінің Институционалдық зерттеу этикасы комитетіне жүгінуге болады: resethics@nu.edu.kz

Келісім туралы мәлімдеме. Төмендегі «Мен келісемін» батырмасын басу арқылы сіздің жасыңыз кемінде 18-де екендігін, осы келісім формасын оқып, түсінгеніңізді және зерттеуге қатысуға келісетініңізді растайсыз.

- Мен жоғарыдағы келісім формасын оқып, толық түсіндім. Менің жасым 18-ден асқанын растаймын және сауалнамаға өту үшін «Келесі»

батырмасын басу арқылы осы зерттеуге ерікті түрде қатысуға дайын екенімді білдіремін.

- Мен бұл сауалнамаға қатысуды қаламаймын.

Уважаемый(ая) учитель,

Приглашаем вас принять участие в исследовании под названием «Интернационализация учебной программы и национальная идентичность в Казахстане: взгляды педагогов на учебную программу IB».

Цель данного исследования: изучить, как казахстанские педагоги воспринимают влияние учебной программы International Baccalaureate (IB) на формирование идентичности учащихся, включая гражданскую, этническую, гибридную и транснациональную идентичности.

Участие: если вы согласитесь принять участие, вам будет предложено заполнить онлайн-опрос. Опрос является анонимным, самостоятельным и занимает примерно 15–20 минут. Вам нужно будет ответить на серию закрытых вопросов, основанных на вашем опыте и восприятии реализации учебной программы IB в вашей школе.

Добровольность участия: обратите внимание, что участие в исследовании полностью добровольное. Если вы решите принять участие, вы можете отказаться в любой момент без каких-либо последствий или предвзятости.

Риски: Участие в исследовании связано с минимальными рисками. Тем не менее, вы можете испытать незначительный психологический дискомфорт, размышляя о своей профессиональной деятельности или вопросах, связанных с идентичностью.

Преимущества: хотя вы не получите прямой личной выгоды, ваше участие внесёт вклад в:

- понимание того, как глобальные учебные программы взаимодействуют с целями национальной идентичности;
- информирование решений о локализации учебных программ на национальном и школьном уровнях;
- развитие научных исследований в области международного образования в постсоветском контексте.

Ваш вклад высоко ценится, и ваши ответы помогут глубже понять особенности реализации учебных программ, ориентированных на идентичность, в Казахстане.

Вознаграждение: Материальное вознаграждение за участие не предусмотрено. Однако по запросу вам может быть предоставлено краткое резюме результатов исследования после его завершения. Если вы заинтересованы в получении этих данных, вы можете связаться с исследователем напрямую.

Конфиденциальность и защита данных: Опрос является анонимным и не собирает персональные данные, позволяющие установить вашу личность (например, имя, IP-адрес, электронную почту). Все ответы будут храниться в защищённом паролем файле на личном компьютере исследователя. Доступ к данным будет иметь только основной исследователь. Информация будет использоваться исключительно в академических целях и будет удалена после завершения проекта и сдачи диссертации. Несмотря на то, что будут предприняты все разумные меры для сохранения конфиденциальности, просим учитывать, что полная анонимность не может быть гарантирована из-за особенностей онлайн-сбора данных.

Контактные данные: если у вас возникнут вопросы или комментарии относительно данного проекта, либо если участие в исследовании вызовет какие-либо затруднения, вы можете связаться с руководителем исследования: Феризад Канафиной, +77026660190, ferizad.kanafina@nu.edu.kz. По другим вопросам вы можете обратиться в Комитет по исследовательской этике Назарбаев Университета: resethics@nu.edu.kz

Заявление о согласии. Нажимая кнопку «Я согласен(а)» ниже, вы подтверждаете, что вам исполнилось 18 лет, вы прочитали и поняли данную форму согласия и выражаете своё согласие принять участие в этом исследовании.

- Я прочитал(а) и понимаю приведённую выше форму согласия. Я подтверждаю, что мне исполнилось 18 лет, и, нажимая кнопку «Далее» для

перехода к опросу, выражаю своё добровольное согласие принять участие в исследовании.

- Я не хочу участвовать в этом опросе.

Appendix C: Data Collection Instrument: Full Questionnaire (English Version)

National Identity in IB schools

Start of Block: General

Q1 What subject are you teaching for the majority of hours per week in this school during the current school year? (If you teach more than one subject for the same number of hours, please tick as many boxes as appropriate.)

- Language Arts ([Mother tongue, Foreign language]) . (1)
- Human/Social Sciences ([History, Geography, Civics, Law, Economics, etc.]) (2)
- Mathematics (3)
- Sciences ([Physics, Chemistry, Biology, Geology, Earth sciences, etc.]) (4)
- Religion/Ethics ([Religion, History of religions, Religion culture, Ethics]) (5)
- Other ([Music, Art, Physical education, Home, economics, Personal and social development, etc.]) (6)

Q2 What percentage of your classroom teaching time is at [target grade] during the current school year at this school? (Please tick only one box.)

- Less than 20% (1)
- 20–39% (2)
- 40–59% (3)
- 60–79% (4)
- 80% or more (5)

Q3 In the current school year, how many schools are you teaching in at [target grade]? (Please tick only one box.)

- Only in this school (1)
- In this and another school (2)
- In this and in two other schools (3)
- In this and in three or more other schools (4)

Q4 How old are you? (Please tick only one box.)

- Less than 25 (1)
- 25–29 (2)
- 30–39 (3)
- 40–49 (4)
- 50–59 (5)
- 60 or over (6)

Q5 What is your [gender]? (Please tick only one box.)

- Male (1)
- Female (2)
- Other. (3)

End of Block: General

Start of Block: THE SCHOOL

Q6 Below is a list of activities related to teachers' participation at school. In your opinion, how many teachers have participated as follows in the current school year? (Please tick only one box in each row.)

	All or nearly all (1)	Most of them (2)	Some of them (3)	None or hardly any (4)
Working together when devising teaching activities (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helping each other to solve conflicts between students in the school (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Taking on tasks and responsibilities in addition to teaching (such as organising school projects, school trips etc.) (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Actively taking part in school [development/improvement activities] (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engaging in [tutoring and counselling activities] (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Actively cooperating with [parents/guardians] (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q7 Please indicate how frequently each of the following problems occurs among students at this school. (Please tick only one box in each row.)

	Never (1)	Sometimes (2)	Often (3)	Very often (4)
Vandalism (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Truancy (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ethnic intolerance (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Religious intolerance (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
[Bullying] (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Violence (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sexual harassment (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Drug abuse (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Alcohol abuse (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q8 Below is a list of activities that may be carried out by the school in cooperation with external groups/organisations. During the current school year, have you and your [target grade] students taken part in any of these activities? (Please tick only one box in each row.)

	Yes (1)	No (2)
Activities related to environmental sustainability (e.g. [energy and water saving, recycling]) (1)	<input type="radio"/>	<input type="radio"/>
Activities related to human rights (2)	<input type="radio"/>	<input type="radio"/>
Activities for underprivileged people or groups (3)	<input type="radio"/>	<input type="radio"/>
Cultural activities (e.g. theatre, music) (4)	<input type="radio"/>	<input type="radio"/>
Multicultural and intercultural activities within the [local community] (e.g. [promotion and celebration of cultural diversity, food street market]). (5)	<input type="radio"/>	<input type="radio"/>
Activities to raise people's awareness of social issues, such as [poverty, gender equality, domestic violence against women, sexual violence against women, violence against children] (6)	<input type="radio"/>	<input type="radio"/>
Activities aimed at protecting the cultural and historical heritage in the [local community] (7)	<input type="radio"/>	<input type="radio"/>
Visits to political institutions (e.g. [Parliament house, Prime Minister's/President's official residence]) (8)	<input type="radio"/>	<input type="radio"/>
Sports events (9)	<input type="radio"/>	<input type="radio"/>
Activities to raise people's awareness of global issues (e.g. climate change, world poverty, international conflicts, child labour) (10)	<input type="radio"/>	<input type="radio"/>

Q9 In your opinion, how many of your [target grade] students ... Please answer referring to all [target grade] classes you teach. (Please tick only one box in each row.)

	All or nearly all (1)	Most of them (2)	Some of them (3)	None or hardly any (4)
get on well with their classmates? (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
are well integrated in the class? (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
respect their classmates even if they have different opinions? (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
have a good relationship with other students? (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q10 To what extent do you involve your [target grade] students in the following activities?
(Please tick only one box in each row.)

	To a large extent (1)	To a moderate extent (2)	To a small extent (3)	Not at all (4)
Taking part in decisions related to teaching content (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Contributing to classroom activities planning. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participating in establishing assessment criteria (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participating in school self-evaluation processes (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Contributing to the choice of the teaching materials (e.g. textbooks, educational software, multimedia resources ...) (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Taking part in establishing classroom rules (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q11 During classes, differences among students can be addressed in various ways. To what extent do you undertake the following activities during your lessons with [target grade] students? (Please tick only one box in each row.)

	To a large extent (1)	To a moderate extent (2)	To a small extent (3)	Not at all (4)
I discuss cultural differences with students (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I encourage students to understand different points of view in class discussions. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I ask students to explore different cultural perspectives. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I encourage students from different backgrounds to work together (e.g. in group works, peer learning activities). (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I involve students in discussions on gender issues (e.g. gender equity, gender stereotypes and gender diversity). (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I ask students to explore different social and economic perspectives. (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q12 Students attending school have different cultural and ethnic backgrounds. This may have different implications for teaching and learning. How much do you agree or disagree with the following statements? (Please tick only one box in each row.)

	Strongly agree (1)	Agree (2)	Disagree (3)	Strongly disagree (4)
Cultural and ethnic differences among students are an important resource for teaching. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cultural and ethnic differences among students make it difficult to deal with controversial issues during classes. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cultural and ethnic differences among students make teaching activities more difficult. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cultural and ethnic differences among students strengthen students' sense of empathy. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cultural and ethnic differences among students promote students' civic mindedness. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cultural and ethnic differences among students make it difficult to have a good classroom climate (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q13 Students attending school have different social and economic backgrounds. This may have different implications for teaching and learning. How much do you agree or disagree with the following statements? (Please tick only one box in each row.)

	Strongly agree (1)	Agree (2)	Disagree (3)	Strongly disagree (4)
Social and economic differences among students are an important resource for teaching. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social and economic differences among students make it difficult to deal with controversial issues during classes. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social and economic differences among students make teaching activities more difficult. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social and economic differences among students strengthen students' sense of empathy. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social and economic differences among students promote students' civic mindedness. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social and economic differences among students make it difficult to have a good classroom climate. (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q14 Below is a list of activities related to sustainability issues. During the current school year, have you carried out any of the following activities with your [target grade] students? (Please tick one box in each row.)

	Yes (1)	No (2)
Writing letters to newspapers or magazines to support actions about the environment (e.g. [waste collection, recycling]) (1)	<input type="radio"/>	<input type="radio"/>
Signing a petition on environmental issues (e.g. [climate change, water pollution, noise pollution, plastic pollution]) (2)	<input type="radio"/>	<input type="radio"/>
Posting on social network, forum or blog to support actions about the environment (e.g. [waste collection, recycling]) (3)	<input type="radio"/>	<input type="radio"/>
Activities to make students aware of the environmental impact of excessive consumption of resources (e.g. water, energy) (4)	<input type="radio"/>	<input type="radio"/>
[Clean-up activities] outside the school (5)	<input type="radio"/>	<input type="radio"/>
Recycling and waste collection in the [local community] (6)	<input type="radio"/>	<input type="radio"/>

Q15 Below is a list of activities related to the critical and responsible use of digital technologies. During the current school year, have you undertaken any of the following activities with your [target grade] students? (Please tick one box in each row.)

	Never (1)	Once (2)	Once a month (3)	More than once a month (4)
Activities on information and data literacy (e.g. searching and managing data, evaluating online content). (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Activities aimed at encouraging students to contribute to online discussions on civic and social issues (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Activities aimed at improving students' skills to find information about civic and social issues on the internet (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Activities aimed at developing students' awareness of issues related to online responsibility (e.g. safe and responsible internet use to avoid [cyber-bullying]) (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

End of Block: THE SCHOOL

Start of Block: CIVIC AND CITIZENSHIP EDUCATION AT SCHOOL

Q16 What do you consider the most important aims of civic and citizenship education at school? Indicate the three aims you consider the most important by ticking the three appropriate boxes.

- Promoting knowledge of social, political and civic institutions (1)
- Promoting respect for and safeguard of the environment (2)
- Promoting students' knowledge of the connections between local and global issues (3)
- Developing students' skills and competencies in conflict resolution (4)
- Promoting knowledge of citizens' rights and responsibilities (5)
- Promoting students' participation in the [local community] (6)
- Promoting students' critical and independent thinking (7)
- Promoting students' sense of belonging to the global community (8)
- Supporting the development of effective strategies to reduce racism (9)
- Preparing students for future political engagement (10)
- Promoting the capacity to defend one's own point of view (11)
- Promoting students' participation in school life (12)
- Promoting students' engagement for a fairer and more peaceful world (13)

Q17 In your opinion, how important are the following behaviours for your students to become good adult citizens? (Please tick only one box in each row.)	Very important (1)	Quite important (2)	Not very important (3)	Not important at all (4)
Voting in every national election (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Joining a political party (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Following political issues in the newspaper, on the radio, on TV or on the Internet (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engaging in political discussions (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participating in peaceful protests against laws believed to be unjust (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participating in activities to benefit people in the [local community] (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Taking part in activities promoting human rights (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Taking part in activities to protect the environment (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Showing interest in different cultures and languages (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Making changes
to one's
personal lifestyle
in order to
become more
environmental
friendly (10)



Supporting
initiatives that
promote equal
opportunities for
all people across
the world (11)



Helping people
in less
developed
countries (12)



End of Block: CIVIC AND CITIZENSHIP EDUCATION AT SCHOOL

Start of Block: ETHNIC-RACIAL IDENTITY.

Q22 Instructions: Kazakhstan is home to people from many different ethnic and cultural backgrounds. There are broad ethnic categories, such as Kazakh, Russian, or Uzbek, and more specific ethnic identities, such as Uyghur, Tatar, Korean, Dungan, Chechen, Ukrainian, German, and others. The following statements refer to your ethnic or cultural identity — how you personally identify with your ethnic background(s) or heritage. As you read the following phrases, please think about the ethnic group(s) you feel most connected to. For each statement, choose the option that best describes what you have experienced, thought, or felt in the past year. There are no right or wrong answers. We are simply interested in learning more about your experiences and perspectives.

Does not describe me at all (1) Describes me a little (2) Describes me well (3) Describes me very well (4)

My feelings about my ethnic-racial identity are mostly negative. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have not participated in any activities that would teach me about my ethnic-racial identity. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am clear about what my ethnic-racial identity means to me. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have experienced things that reflect my ethnic-racial identity, such as eating food, listening to music, and watching movies. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have attended events that have helped me learn more about my ethnic-racial identity. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I have read books/magazines/newspapers or other materials that have taught me about my ethnic-racial identity. (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel negatively about my ethnic-racial identity. (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have participated in activities that have exposed me to my ethnic-racial identity. (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I wish I were of a different ethnic-racial group. (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am not happy with my ethnic-racial identity. (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have learned about my ethnic-racial identity by doing things such as reading (books, magazines, newspapers), searching the internet, or keeping up with current events. (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I understand how I feel about my ethnic-racial identity. (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If I could choose, I would prefer to be of a different ethnic-racial group. (13)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know what my ethnic-racial identity means to me. (14)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have participated in activities that have taught me about my ethnic-racial identity. (15)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I dislike my ethnic-racial identity. (16)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have a clear sense of what my ethnic-racial identity means to me. (17)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

End of Block: ETHNIC-RACIAL IDENTITY.
