

## ALIGNING ACADEMIC GOALS WITH NATIONAL VALUES

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**Abstract.** This article presents the development and implementation of an educational model that integrates national values into the academic learning process in secondary schools of Kazakhstan. The model is based on Bloom's taxonomy and Self-Determination Theory (SDT), enriched with the philosophical insights of Abai and Al-Farabi. A mixed-methods approach was employed, involving surveys, interviews, and classroom observation in two urban schools. The intervention focused on embedding cultural, moral, and national values into the teaching of core subjects such as mathematics and chemistry. The findings indicate that such an approach fosters greater academic motivation, enhances student behavior, and promotes reflective thinking. Teachers noted increased engagement and value-based discussions among students. The model aligns with the national priority of "birtutas tarbie" (unified upbringing) and can be adapted to different school contexts in Kazakhstan. This study contributes to the discourse on values-based education and offers practical strategies for integrating ethics and character development into mainstream curricula.

**Keywords:** values-based education; academic motivation; holistic education; self-regulation; Kazakh education

### Introduction

In contemporary education, academic achievement is no longer understood solely as the result of intellectual ability or the accumulation of subject knowledge. It is increasingly viewed as a multidimensional outcome shaped by cognitive, emotional, social, motivational, and cultural factors. Over the past two decades, educational research and international policy agendas have emphasized the need to move beyond narrowly defined academic success and to support the development of learners' emotional intelligence, civic responsibility, ethical awareness, and reflective thinking. From this perspective, education should not only prepare students for ex-

aminations and future employment but also help them become responsible, morally aware, and socially engaged individuals.

Values-based education has therefore become an important pedagogical approach in many education systems. It integrates ethical, cultural, civic, and moral values into curriculum content, classroom interaction, school culture, and teacher–student relationships. Its purpose is not to replace academic learning but to enrich it by connecting knowledge with meaning, responsibility, and personal development. Countries such as Finland, Singapore, and Japan have incorporated values into national curricula and linked them with life skills, citizenship education, social-emotional learning, and holistic student development.

Kazakhstan is also moving in this direction through educational reforms that emphasize national values, civic responsibility, and holistic upbringing. Policy initiatives such as the Concept for the Development of Education, the State Program for the Development of Education and Science, and *Rukhani Zhangyru* highlight the importance of national identity, ethical behavior, social responsibility, and cultural continuity. This vision is closely connected with the concept of *birttutas tarbie*, which views education as an integrated process of intellectual, moral, emotional, and civic development. The philosophical heritage of Abai and Al-Farabi provides an important cultural foundation for this approach, as both thinkers emphasized self-knowledge, wisdom, moral responsibility, and service to society.

Despite the declared importance of values-based education, a gap remains between policy intentions and everyday classroom practice. In many senior secondary schools, particularly in Grades 10–11, teaching continues to be strongly influenced by examination requirements, curriculum pressure, and didactic forms of instruction. As a result, there is often limited space for ethical inquiry, reflective dialogue, student agency, or the systematic development of values. Students may experience stress, low motivation, and disengagement, while teachers often find it difficult to integrate values into subject lessons because of limited time, methodological support, and professional training.

This mismatch is particularly important during adolescence, when students are actively forming their identities, personal values, academic aspirations, and future life goals. If schooling does not connect academic learning with students' personal meaning and value orientations, engagement may decline, and learning may become externally driven. Theoretical frameworks such as Schwartz's theory of basic human values, Self-Determination Theory, and Zimmerman's model of self-regulated learning all suggest that values, autonomy, goal-setting, and reflection play an important role in students' motivation and academic development.

However, these theoretical perspectives have rarely been examined in relation to Kazakhstan's senior secondary school context. To address this gap, the present study proposes and empirically examines a contextualized model of values-based education designed for senior secondary schools in Kazakhstan. The model integrates international pedagogical and psychological theories with Kazakh cultural values such as *adal* (integrity), *parassat* (wisdom), responsibility, respect, and *otansuygishitik* (patriotism). It aims to strengthen not only students' academic motivation and self-regulation but also their ethical awareness, classroom engagement, and sense of personal and civic responsibility.

Unlike studies that discuss values-based education mainly at the conceptual, policy, or extracurricular level, this research embeds national values directly into regular academic subjects and evaluates their influence on students' motivation, self-regulation, classroom behavior, and value internalization. The proposed model also differs from existing international approaches by combining widely used psychological and pedagogical theories with the national philosophical heritage of Abai and Al-Farabi. In this regard, the study contributes not only a theoretical framework but also a practical classroom mechanism for aligning academic learning with moral, civic, and cultural development.

The study is guided by the following research questions:

- What is the current state of value orientation, academic motivation, and goal-setting among senior secondary students in Kazakhstan?
- How does the implementation of a values-based pedagogical model influence students' academic motivation, learning engagement, self-regulation, and classroom behavior?
- What structural and pedagogical conditions are necessary for the successful integration of a holistic values-oriented approach into senior secondary teaching?

By addressing these questions, the study seeks to contribute to the development of values-based education in Kazakhstan and to offer practical strategies for integrating national values into mainstream academic instruction.

The novelty of this study lies in the development and empirical examination of a localized values-based pedagogical model designed specifically for senior secondary schools in Kazakhstan. Unlike studies that discuss value-based education mainly at the conceptual, policy, or extracurricular level, this research embeds national values directly into regular academic subjects and evaluates their influence on students' motivation, self-regulation, classroom behavior, and value internalization. The proposed model also differs from existing international approaches by combining widely used psychological and pedagogical theories with the national philosophical heritage of Abai and Al-Farabi. In this regard, the study contributes not only a theoretical framework but also a practical classroom mechanism for aligning academic learning with moral, civic, and cultural development. The model integrates international pedagogical theories with national philosophical traditions, particularly the concept of *birttutas tarbie*, and aims to strengthen students' academic motivation, ethical awareness, and engagement in the learning process.

Traditionally, academic achievement was measured mainly through test scores, grades, and standardized exams. However, contemporary research views achievement as a multidimensional concept that also includes motivation, engagement, and personal meaning in learning. Within this perspective, values-based education connects academic learning with students' personal goals and moral development, fostering deeper engagement and stronger academic outcomes.

### **Foundations of Values-Based Education**

The theoretical foundation of the proposed model is based on several complementary perspectives that explain how values, motivation, social interaction, and self-regulation influence learning. Bloom's taxonomy provides an important starting point because it includes not only cognitive learning outcomes but also the affective domain, such as receiving, responding to, valuing, organizing, and internalizing values. From this perspective, meaningful learning occurs when students connect academic knowledge with personal beliefs, emotional responses, and ethical commitments.

Vygotsky's sociocultural theory supports the social and dialogic dimension of values-based education. It emphasizes that learning develops through interaction, guided dialogue, and participation in meaningful social practices. In this study, peer discussion, reflective questioning, teacher guidance, and collaborative tasks were used to help students develop ethical reasoning and value awareness.

Self-Determination Theory explains the motivational dimension of the model. Students are more likely to develop intrinsic motivation when their needs for autonomy, competence, and relatedness are supported. Therefore, the intervention included student choice, collaborative learning, reflective goal-setting, and opportunities to connect academic tasks with personal meaning.

Schwartz's theory of basic human values informed the interpretation of students' value orientations, including self-direction, benevolence, achievement, responsibility, tradition, and civic awareness. Zimmerman's theory of self-regulated learning provided the basis for the model's

focus on goal-setting, planning, self-monitoring, and reflection. In the proposed model, values were treated not only as moral ideals but also as practical regulators of students' academic behavior.

Taken together, these theories provide a multidimensional foundation for the model. Bloom explains value internalization, Vygotsky highlights the role of dialogue and interaction, Self-Determination Theory clarifies the motivational role of autonomy and meaning, Schwartz provides a framework for understanding value orientations, and Zimmerman explains how values can support self-regulated academic behavior. These theoretical perspectives were contextualized through the philosophical ideas of Abai and Al-Farabi and the Kazakhstani concept of *birttutas tarbie*.

#### Global Research on Values-Based Education

International research shows that values-based education can support academic, motivational, and socio-emotional development when values are embedded into the broader learning environment rather than taught as isolated moral content. Studies on character education, social-emotional learning, and citizenship education suggest that value-oriented approaches are more effective when they are integrated into curriculum content, classroom interaction, teacher modelling, and school culture.

Several international models illustrate this integrated approach. Finland emphasizes transversal competences, including cultural competence, interaction, participation, responsibility, and sustainable development. Singapore's Character and Citizenship Education connects values with social-emotional competencies, moral responsibility, and active citizenship. The OECD Learning Compass 2030 highlights student agency, attitudes, values, and transformative competencies, while UNESCO's humanistic vision of education emphasizes dignity, solidarity, cultural diversity, and the common good.

Recent meta-analytic evidence further supports the relevance of values-based and character-oriented approaches in education. Studies on character education have shown positive associations with students' academic achievement, behavioral outcomes, and socio-emotional development. Research grounded in Self-Determination Theory also demonstrates that autonomy-supportive and meaning-oriented learning environments are associated with stronger autonomous motivation and more positive academic outcomes. Similarly, studies on self-regulated learning show that interventions focused on goal-setting, monitoring, reflection, and strategy use can improve students' learning behavior and academic performance. These findings provide an empirical foundation for the present study, which integrates values, motivation, and self-regulation into a culturally adapted pedagogical model for senior secondary schools in Kazakhstan.

The model proposed in this study shares these international assumptions but differs in its local cultural grounding and subject-based implementation. Unlike broad national frameworks that mainly define expected competencies at the policy level, the proposed model translates values into classroom-level strategies for senior secondary teaching. Its distinctive feature is the integration of universal educational principles with Kazakhstan's national philosophical heritage, particularly the ideas of Abai and Al-Farabi, and the principle of *birttutas tarbie*. Therefore, the model is not a direct transfer of international experience but a culturally adapted pedagogical mechanism designed for the Kazakhstani school context.



**Figure 1. Flowchart of the research design and data analysis process**

The flowchart presents the stages of the qualitative case study design, including participant selection, data collection, inductive thematic analysis, and strategies used to ensure trustworthiness.

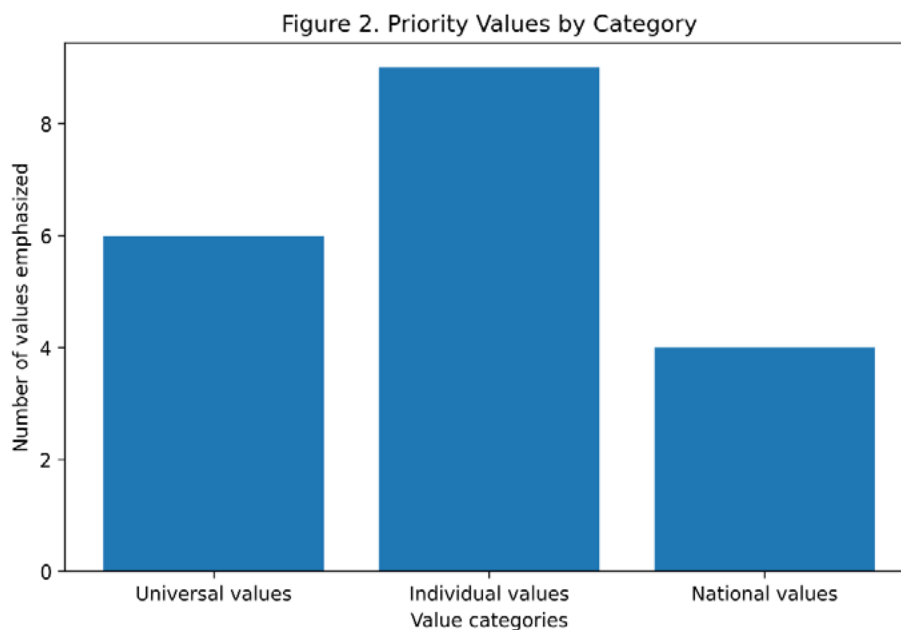
### The Kazakhstani Educational Landscape

Kazakhstan's philosophical and cultural heritage provides a strong foundation for values-based education. Abai Kunanbaiuly emphasized self-knowledge, moral responsibility, the pursuit of wisdom, and respect for learning as essential conditions for personal development. Similarly, Al-Farabi's concept of the virtuous society, based on reason, ethics, and civic responsibility, offers a valuable philosophical basis for connecting education with moral and social development.

These philosophical traditions are reflected in current educational policy and reform initiatives in Kazakhstan. Programs such as *Rukhani Zhangyru*, the updated school curriculum, and the concept of *birtutas tarbie* emphasize national identity, patriotism, civic responsibility,

respect, integrity, and holistic student development. In this framework, education is understood not only as the transmission of academic knowledge but also as a process of developing intellectually capable, morally responsible, and socially engaged citizens.

At the same time, a gap remains between policy-level intentions and everyday classroom practice. In many schools, values-based education is more visible in extracurricular activities, class-hour discussions, and school events than in regular subject teaching. Teachers generally recognize the importance of values-based education, but they often lack practical methodological tools, training, and time to integrate values meaningfully into academic lessons. This indicates the need for a pedagogical model that translates national values into concrete classroom practices.



**Figure 2. Priority Values by Category**

### Research Gaps and Local Needs

Although Kazakhstan has supportive policy frameworks and a strong cultural foundation for values-based education, there remains a lack of empirical research examining how values-based teaching influences students' academic motivation, self-regulation, classroom behavior, and value orientation. Existing studies in the Kazakhstani context are often conceptual, policy-oriented, or descriptive, while fewer studies provide intervention-based evidence from real classroom settings.

This gap is especially important at the senior secondary level, where students face academic pressure, career-related decisions, and the transition to higher education and adult life. International models provide useful reference points, but their direct transfer to Kazakhstan is insufficient because values are shaped by cultural expectations, language, historical memory, family traditions, and national identity. Therefore, values-based education in Kazakhstan requires a culturally responsive model that reflects both universal educational principles and local philosophical traditions.

The present study addresses this need by developing and piloting a culturally grounded values-based pedagogical model aimed at improving senior secondary students' motivation, self-regulation, classroom engagement, and value internalization. In doing so, the study links international theories of motivation, values, and self-regulated learning with Kazakhstan's national educational priorities and classroom realities.

## Materials and Methods

This study employed a mixed-methods design to develop, implement, and evaluate a values-based pedagogical model for senior secondary education in Kazakhstan. The research process consisted of three main stages: theoretical model development, diagnostic needs assessment, and pedagogical intervention. The combination of quantitative and qualitative methods made it possible to examine the influence of values-based instruction on students' academic motivation, self-regulation, classroom behavior, and value orientation from multiple perspectives. This methodological approach also allowed for the triangulation of findings obtained from surveys, interviews, student reflections, and classroom observations.

## Research Design

The study was conducted within a sequential exploratory mixed-methods framework. This design was selected because the research aimed not only to measure the outcomes of a values-based pedagogical intervention but also to develop and contextualize the model before its empirical implementation. Therefore, the study combined theoretical modelling, qualitative exploration, diagnostic assessment, classroom-based intervention, and quantitative pre/post evaluation.

The research process consisted of three interconnected stages. At the first stage, a theoretical and conceptual model was developed based on international educational theories and Kazakhstan's national philosophical and pedagogical traditions. This stage informed the selection of values, the structure of the intervention, the development of lesson templates, reflective journals, teacher prompts, and observation tools.

At the second stage, diagnostic data were collected to identify students' initial levels of academic motivation, value orientation, and self-regulated learning. These diagnostic findings helped refine the intervention activities and ensured that the model responded to the actual needs of senior secondary students.

At the third stage, the values-based pedagogical model was implemented in real classroom conditions over a 12-week period. The intervention component followed a school-based quasi-experimental one-group pretest–posttest design. The same cohort of students was assessed before, during, and after the intervention. This made it possible to examine changes in students' motivation, self-regulation, classroom behavior, and value orientation over time.

Thus, the sequential exploratory mixed-methods design describes the overall logic of the study, while the one-group pretest–posttest design describes the quantitative evaluation of the intervention outcomes. Since no random assignment or separate control group was used, the findings are interpreted as changes associated with the intervention rather than as direct causal effects. To strengthen the credibility of the results, quantitative data were triangulated with teacher observations, student reflective journals, semi-structured interviews, and classroom evidence.

## Research Questions

The study was structured around the following research questions:

What is the current state of values-based education, academic motivation, and goal-setting among senior secondary students in Kazakhstan?

How does the implementation of a values-based pedagogical model influence students' academic performance, motivation, and classroom behavior?

What structural and pedagogical conditions are necessary for integrating holistic, values-based education into senior secondary teaching?

## Research Sites and Participants

The fieldwork was conducted in two general education schools: one school located in an urban area of Astana and one school located in a rural district of Akmola region. These schools were selected because they had administrative support for experimental implementation, teachers willing to participate in values-based pedagogical training, and senior secondary classes suitable for the intervention.

A total of 200 students from Grades 10–11 participated in the study. The sample included 104 students from the urban school and 96 students from the rural school. In terms of gender distribution, 53% of the participants were female and 47% were male. Purposeful sampling was used because the study required schools and teachers that were institutionally prepared to implement the intervention under real classroom conditions.

The inclusion criteria for students were enrolment in Grades 10–11, attendance in the selected classes, and participation in the pre-intervention, mid-intervention, and post-intervention stages. Twelve teachers also participated in the study. They represented different subject areas, including history, mathematics, self-knowledge, Kazakh language, and related humanities and science subjects. The teachers took part in the implementation of the model and received targeted training in values-based pedagogy before and during the intervention period.

No separate randomized control group was formed. Therefore, the study does not make strong causal claims in the manner of a randomized controlled trial. Instead, it examines changes within the same group of students over time and strengthens interpretation through repeated measurement, teacher observation, student reflection, and interview data.

### Theoretical Model Development

The first stage of the study focused on developing a conceptual model for integrating values into regular classroom instruction. The model was constructed on the basis of several complementary theoretical and cultural foundations: Bloom's taxonomy, particularly the affective domain of learning; Vygotsky's sociocultural theory, with its emphasis on dialogue and guided interaction; Zimmerman's theory of self-regulated learning, especially goal-setting, monitoring, and reflection; Schwartz's theory of basic human values; and the philosophical ideas of Abai and Al-Farabi, which helped localize the model within Kazakhstan's national cultural and moral context.

The resulting model included four interconnected components. The first component was cognitive engagement, developed through meaningful subject content, questioning strategies, and problem-solving tasks. The second component was emotional and ethical reflection, supported through reflective journals, peer discussion, and Socratic questioning. The third component was value internalization, encouraged through teacher modelling, storytelling, moral dilemmas, and community-oriented activities. The fourth component was goal-related behavior, developed through academic planning, feedback cycles, self-assessment, and reflection on personal responsibility for learning.

To support implementation, lesson templates, pre- and post-lesson reflection prompts, student journal formats, and teacher training materials were developed. These tools helped teachers embed value-related aims into subject instruction without separating them from academic content.

### Diagnostic Assessment Tools

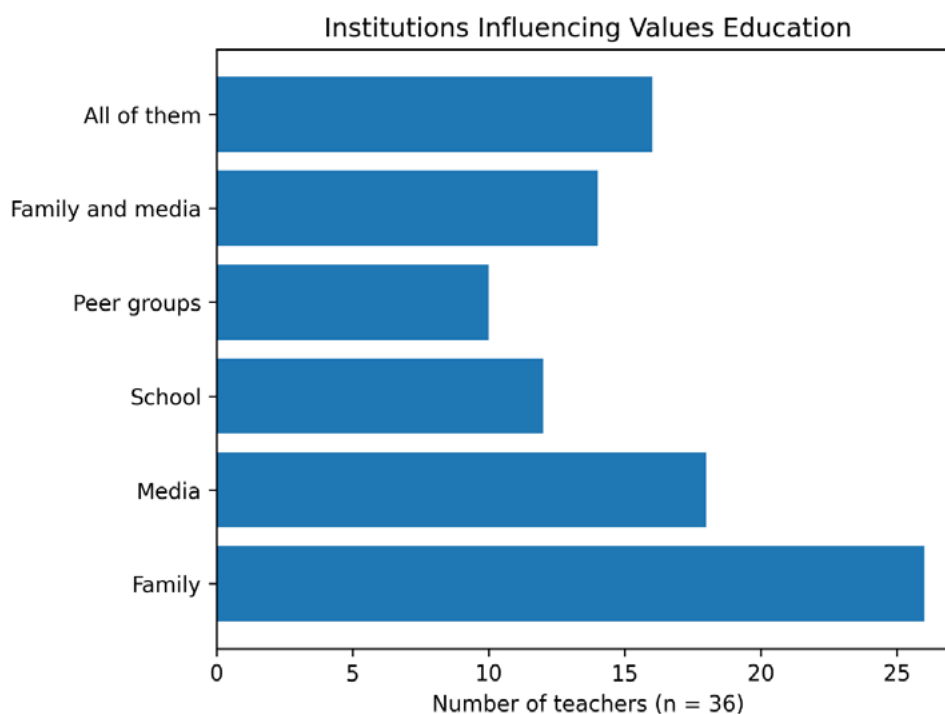
The second stage of the study involved diagnosing students' baseline levels of value orientation, academic motivation, and self-regulated learning. Three adapted instruments were used for this purpose. The Academic Motivation Scale was used to assess intrinsic motivation, extrinsic regulation, and amotivation. The Modified Schwartz Value Survey was used to identify the values prioritized by students, including achievement, conformity, benevolence, tradition, self-direction, and responsibility. The Self-Regulated Learning Interview Schedule was used to assess students' goal-setting, planning, monitoring, and reflection skills.

All instruments were translated into Kazakh and Russian and then back-translated to ensure linguistic accuracy and cultural appropriateness. The internal reliability of the adapted instruments was checked using Cronbach's alpha. All scales demonstrated acceptable internal consistency, with alpha values above .80. In addition to survey data, semi-structured interviews were conducted with 20 students and 8 teachers to explore perceptions of classroom moral climate, teacher support, values-based discussions, and changes in learning behavior.

The validity of the adapted instruments was addressed through several procedures. First, content validity was ensured by aligning the survey items with the theoretical constructs used in the study: academic motivation, value orientation, self-regulated learning, and classroom behavior. The selected items reflected the main dimensions of Self-Determination Theory, Schwartz's theory of basic human values, and Zimmerman's model of self-regulated learning. Second, the adapted items were reviewed by specialists in pedagogy, psychology, and school practice to assess their relevance, clarity, and cultural appropriateness for senior secondary students in Kazakhstan.

Construct validity was supported by the theoretical consistency between the instruments and the conceptual model of the study. The Academic Motivation Scale was used to measure intrinsic motivation, extrinsic regulation, and amotivation; the Modified Schwartz Value Survey was used to assess students' value priorities; and the Self-Regulated Learning Interview Schedule was used to examine goal-setting, planning, monitoring, and reflection. These constructs correspond directly to the components of the proposed values-based pedagogical model. In addition, qualitative data from interviews, reflective journals, and classroom observations were used to triangulate the survey findings and strengthen the interpretive validity of the results.

Because the instruments were adapted for the Kazakhstani school context, linguistic and cultural equivalence was also considered. The instruments were translated into Kazakh and Russian, back-translated, and checked for semantic consistency. Items that were unclear or culturally inappropriate were revised before the main data collection. Thus, the validity of the instruments was supported through theoretical alignment, expert review, linguistic adaptation, and methodological triangulation.



**Figure 3. Institutions Influencing Values Education**

### Intervention Design and Implementation

The pedagogical model was implemented over a 12-week period, corresponding to one academic term. Before the intervention, participating teachers attended two training workshops focused on values-based pedagogy, reflective teaching, and methods for integrating moral, civic, and cultural values into regular subject lessons. During the implementation period, teachers received ongoing methodological support through weekly mentoring meetings and feedback sessions with the research team.

The intervention was implemented as a one-group pretest–posttest pedagogical intervention. Its effectiveness was evaluated by comparing students' indicators before and after the 12-week implementation period, with additional mid-intervention monitoring. A separate control group was not formed because the study was conducted under real school conditions and depended on institutional readiness, teacher participation, and ethical considerations related to equal access to the educational model. To reduce the limitations of this design, repeated measurements, teacher observations, student reflective journals, short weekly surveys, and qualitative interviews were used for triangulation.

The intervention included several classroom strategies. Moral and civic themes were integrated across subject areas; weekly reflective journals encouraged students to connect values with their academic behavior; moral dilemmas were discussed in small groups to develop ethical reasoning and empathy; community-oriented mini-projects helped students apply internalized values in practice; and student-led goal monitoring supported academic planning and self-regulation.

To make the integration of values systematic rather than declarative, each lesson was designed around three linked elements: an academic objective, a value focus, and a reflective learning task. The academic objective was taken from the regular curriculum, while the value focus was selected from the national and moral themes of the model, such as integrity, responsibility, perseverance, respect, cooperation, and civic awareness. The reflective task required students to connect subject content with personal behavior, ethical reasoning, or social responsibility.

For example, in mathematics lessons, perseverance and responsibility were integrated through problem-solving tasks that required students to explain not only the correct solution but also the learning strategy they used, the mistakes they corrected, and the effort required to complete the task. In history lessons, honesty, justice, and civic responsibility were discussed through historical events and moral dilemmas related to leadership, public duty, and collective memory. In Kazakh language and literature lessons, the ideas of Abai and other national thinkers were used to connect textual analysis with self-knowledge, moral choice, and respect for others. In self-knowledge lessons, students used reflective journals to examine how values such as empathy, responsibility, and self-discipline influenced their academic behavior and relationships with classmates.

The integration mechanism followed a common instructional sequence. First, the teacher introduced the academic topic and identified the value focus of the lesson. Second, students completed a subject-based task that included a moral or reflective dimension. Third, students discussed the value-related meaning of the task through guided questions, peer dialogue, or a short written reflection. Finally, students linked the value to their own learning goals or classroom behavior. In this way, values were not added as a separate moral lesson but embedded into the content, method, and reflection stage of regular instruction.

### Data Collection and Analysis

Quantitative data were collected at three stages: pre-intervention (Week 0), mid-intervention (Week 6), and post-intervention (Week 12). The main quantitative indicators included academic motivation, value orientation, self-regulated learning, and selected classroom behavior indicators. Academic motivation was measured through intrinsic motivation, extrinsic regulation,

and amotivation scores. Value orientation was assessed through shifts in students' prioritization of self-direction, benevolence, responsibility, national identity, and related moral values. Self-regulated learning was evaluated through goal-setting, planning, monitoring, and self-assessment indicators. Classroom behavior was assessed using teacher observation sheets focusing on participation, off-task behavior, cooperation, and engagement in values-based discussions.

Paired-sample t-tests were used to compare pre- and post-intervention mean scores for indicators measured before and after the intervention. Where data from all three measurement points were available, repeated-measures analysis was used to examine developmental trends across the intervention period. The threshold for statistical significance was set at  $p < .05$ . Effect size was calculated where the available statistical information allowed its estimation. Qualitative data from student interviews, teacher interviews, reflective journals, and classroom observations were used to explain and contextualize the quantitative findings.

The reliability of the adapted instruments was checked before the main analysis. The Academic Motivation Scale, Modified Schwartz Value Survey, and Self-Regulated Learning Interview Schedule demonstrated acceptable internal consistency, with Cronbach's alpha values above .80. Qualitative data were analyzed thematically using NVivo 14 software. The coding process was conducted by two independent coders, and inter-rater reliability reached Cohen's kappa = .81, indicating substantial agreement. The combination of statistical analysis, classroom observation, student reflection, and interview data strengthened the validity of the findings through methodological triangulation.

To ensure consistency in reporting, the study distinguished between statistically tested quantitative indicators and descriptive implementation indicators. Mean scores, significance values, confidence intervals, and effect sizes were reported for indicators where sufficient statistical information was available. Percentage changes were used for behavioral and implementation indicators, such as weekly planner use, participation in group work, and off-task behavior, which were obtained from student weekly surveys and teacher observation sheets. Value-orientation indicators were reported descriptively because they reflected shifts in students' value priorities based on the adapted value scale. In the results table, each indicator is therefore presented together with its measurement source and the method used to interpret the change.

### **Ethical Considerations**

The study was conducted

in accordance with ethical principles for educational research. Approval was obtained from the Institutional Research Ethics Committee of L.N. Gumilyov Eurasian National University. Before data collection, school administrations, teachers, parents, and students were informed about the aims, procedures, and voluntary nature of the study. Written informed consent was obtained from parents, and formal assent was collected from students.

Participants were assured that their responses would remain anonymous and confidential. No identifying information was included in the analysis or reporting of results. Students and teachers were informed that participation was voluntary and that they had the right to withdraw from the study at any stage without any negative consequences.

### **Limitations**

Although the study provides useful empirical evidence on values-based education in Kazakhstan, several limitations should be acknowledged. First, the intervention lasted for one academic term, which limits the ability to assess the long-term sustainability of the observed changes. Future longitudinal studies are needed to examine whether improvements in motivation, self-regulation, and value internalization are maintained over time.

Second, the study was conducted in only two schools, one urban and one rural. Therefore, the findings cannot be generalized to all schools in Kazakhstan. Third, the study used a school-based quasi-experimental one-group pretest–posttest design without random assignment or a

separate control group. This limits the strength of causal conclusions. Fourth, teachers acted both as implementers of the model and as providers of observation data, which may have introduced implementation or reporting bias.

Despite these limitations, the study offers a useful basis for further research and broader pedagogical implementation. Future studies should test the model with larger and more diverse samples, include control or comparison groups where possible, and examine the model across different regions, school types, subjects, and age groups.

### **Results and Discussion**

This section presents the main findings of the study in relation to students' academic motivation, value orientation, self-regulated learning, classroom behavior, and perceptions of the values-based pedagogical model. The results are organized according to the logic of the intervention: baseline diagnostic findings, post-intervention outcomes, interpretation of findings, and implementation challenges. Quantitative results are supported by qualitative evidence from student journals, teacher interviews, and classroom observations.

#### **Diagnostic Findings Before the Intervention**

The baseline assessment showed that many senior secondary students demonstrated limited intrinsic motivation and weak alignment between personal values and academic behavior. On the Academic Motivation Scale, 62.5% of students showed stronger extrinsic motivation, meaning that their learning was mainly associated with grades, external expectations, or future admission requirements. In contrast, only 18.3% of students demonstrated a high level of autonomous motivation, which refers to learning for personal growth, curiosity, or internal interest.

The results of the adapted Schwartz Value Survey indicated that students tended to prioritize externally oriented values such as achievement, security, and conformity. Values associated with internal moral reasoning, such as benevolence, self-direction, and universalism, were less strongly expressed. This tendency was particularly visible among some rural male students, suggesting that value orientation may vary depending on social, cultural, and educational context. These findings confirm the importance of developing pedagogical approaches that connect academic learning with students' personal meaning, responsibility, and ethical reflection.

The baseline results for self-regulated learning also revealed several areas requiring pedagogical support. According to the Self-Regulated Learning Interview Schedule, many students had difficulty with goal-setting, time management, progress monitoring, and self-assessment. Only 27.2% of students reported that they regularly kept a study plan or reflected on their academic progress. Teacher interviews supported these findings. Teachers described many students as disciplined but passive learners who were more concerned with examination requirements than with deeper understanding or personal development. As one teacher noted, students often asked whether a topic would be included in a test rather than why it was important for their learning or life.

Overall, the diagnostic stage confirmed the need for a structured values-based pedagogical model aimed at strengthening intrinsic motivation, reflective learning, ethical reasoning, and self-regulation.

#### **Intervention Outcomes**

The 12-week intervention produced positive changes in students' motivational, behavioral, and self-regulatory indicators. Since the same cohort of students was assessed before and after the intervention, paired-sample t-tests were used to compare pre- and post-intervention scores where statistical information was available. The significance threshold was set at  $p < .05$ . Qualitative data from reflective journals, interviews, and observations were used to explain and contextualize the quantitative findings.

Academic motivation showed a statistically significant improvement after the intervention. Students' intrinsic motivation increased from the pre-intervention stage ( $M = 2.31$ ) to the post-intervention stage ( $M = 2.83$ ). The mean difference was 0.52, and the result was statistically

significant,  $t(199) = 7.12$ ,  $p < .001$ . The 95% confidence interval for the mean difference was [0.38, 0.66], indicating that the observed improvement was unlikely to be due to chance. The within-subject effect size was moderate, Cohen's  $d_z = 0.50$ , suggesting that the increase in intrinsic motivation was not only statistically significant but also educationally meaningful. In addition, amotivation decreased significantly ( $p < .01$ ), showing that students became less dependent on external pressure and more able to connect learning with personal meaning.

Student reflective journals supported this statistical trend. Many students began to describe learning not only as a requirement but also as a process connected with self-development, responsibility, and future goals. One student wrote: "When we read Abai's views on knowledge, I started thinking about why I study, not just what I study." This reflection illustrates how national philosophical content helped students connect academic learning with moral and personal meaning.

Positive changes were also observed in students' value orientation. The adapted value scale was used to examine changes in students' prioritization of selected value domains before and after the intervention. The indicators of self-direction, benevolence, and responsibility/national pride were interpreted descriptively because they reflected shifts in the distribution of students' responses rather than continuous mean-score comparisons. Post-intervention results showed an increase in the proportion of students demonstrating higher prioritization of self-direction (+17%), benevolence (+14%), and responsibility and national pride (+21%). These descriptive changes suggest that students became more attentive to autonomy, prosocial behavior, responsibility, and cultural identity after participating in values-based learning activities.

Self-regulated learning improved after the intervention. The mean SRLIS score increased from 1.94 to 2.51 ( $p < .001$ ), indicating progress in goal-setting, planning, monitoring, and self-assessment. Although the available summary data did not allow a separate effect size to be calculated for this indicator, the direction and magnitude of change suggest a meaningful improvement in students' self-regulatory behavior. Behavioral indicators supported this interpretation: weekly planner use increased from 24% to 71%, and more than 80% of students participated in self-assessment activities by the end of the intervention. One student reflected: "I no longer wait for reminders—I set goals and review them weekly."

Classroom behavior and participation also improved during the intervention. Observation data showed that off-task behavior decreased by 28%, while participation in group work increased by 34%. Teachers reported that students were more willing to take responsibility for group tasks, engage in dialogue, and connect academic content with real-life situations. Activities involving moral dilemmas, teamwork, and community-oriented mini-projects were particularly effective in improving classroom climate. For example, one class organized a charity initiative, linking empathy and responsibility with practical civic action.

The reliability of the adapted instruments was checked before the main analysis. The Academic Motivation Scale, Modified Schwartz Value Survey, and Self-Regulated Learning Interview Schedule demonstrated acceptable internal consistency, with Cronbach's alpha values above .80. Qualitative data were coded independently by two researchers, and inter-rater reliability reached Cohen's kappa = .81, indicating substantial agreement. The convergence of survey results, teacher observations, student journals, and interview data strengthens the validity of the findings.

Because the study combined standardized scales, adapted value measures, weekly student surveys, and teacher observation sheets, not all indicators were analyzed using the same statistical procedure. Therefore, statistically tested outcomes and descriptive implementation indicators are clearly separated in Table 1. This distinction allows the results to be interpreted more cautiously and transparently.

Table 1. Pre- and Post-Intervention Changes in Key Student Outcomes

**Table 1. Summary of Pre- and Post-Intervention Changes in Student Outcomes**

| Outcome indicator                 | Measurement source                               | Pre-intervention result     | Post-intervention result                | Type of evidence                                                                                 | Interpretation of change                                          |
|-----------------------------------|--------------------------------------------------|-----------------------------|-----------------------------------------|--------------------------------------------------------------------------------------------------|-------------------------------------------------------------------|
| Intrinsic motivation              | Academic Motivation Scale                        | M = 2.31                    | M = 2.83                                | Mean difference = 0.52; 95% CI [0.38, 0.66]; $t(199) = 7.12$ , $p < .001$ ; Cohen's $d_z = 0.50$ | Statistically significant moderate improvement                    |
| Amotivation                       | Academic Motivation Scale                        | Not reported as mean score  | Decreased                               | $p < .01$                                                                                        | Significant reduction in lack of motivation                       |
| Self-regulated learning           | SRLIS                                            | M = 1.94                    | M = 2.51                                | $p < .001$                                                                                       | Improvement in goal-setting, planning, monitoring, and reflection |
| Self-direction                    | Adapted Schwartz Value Survey                    | Baseline distribution       | Higher post-intervention prioritization | +17% descriptive change                                                                          | Increased autonomy and independent learning orientation           |
| Benevolence                       | Adapted Schwartz Value Survey                    | Baseline distribution       | Higher post-intervention prioritization | +14% descriptive change                                                                          | Improved prosocial value orientation                              |
| Responsibility and national pride | Adapted value scale                              | Medium level                | High level                              | +21% descriptive change                                                                          | Positive shift in value internalization and civic identity        |
| Weekly planner use                | Student weekly survey                            | 24%                         | 71%                                     | +47 percentage points                                                                            | Strong increase in goal-setting behavior                          |
| Participation in self-assessment  | Student weekly survey / teacher records          | Not systematically reported | More than 80%                           | Descriptive implementation indicator                                                             | Increased reflective learning behavior                            |
| Participation in group work       | Classroom observation sheet                      | Moderate level              | High level                              | +34% descriptive change                                                                          | Increased collaborative engagement                                |
| Off-task behavior                 | Classroom observation sheet                      | Baseline observation level  | Lower post-intervention level           | -28% descriptive change                                                                          | Improved behavioral engagement                                    |
| Instrument reliability            | AMS, Modified Schwartz Value Survey, SRLIS       | —                           | —                                       | Cronbach's $\alpha > .80$                                                                        | Acceptable internal consistency                                   |
| Qualitative coding reliability    | Interviews, journals, and classroom observations | —                           | —                                       | Cohen's $\kappa = .81$                                                                           | Substantial inter-rater agreement                                 |

Note. AMS = Academic Motivation Scale; SRLIS = Self-Regulated Learning Interview Schedule; CI = confidence interval. Statistical tests are reported where sufficient quantitative data were available. Percentage values for self-direction, benevolence, responsibility/national pride, weekly

planner use, group-work participation, and off-task behavior are reported as descriptive changes based on survey distributions or classroom observation records. The categories “medium” and “high” refer to the interpretive levels used in the adapted value scale.

### **Discussion of Findings**

The findings suggest that the values-based pedagogical model had a positive effect on students’ motivation, self-regulation, classroom participation, and value internalization. The increase in intrinsic motivation is especially important because it indicates that students began to perceive learning as more personally meaningful. This result is consistent with Self-Determination Theory, which emphasizes that students are more likely to develop internal motivation when learning supports autonomy, competence, and relatedness. In this study, reflective journals, goal-setting tasks, student choice, and value-based discussions helped students connect academic work with personal responsibility and self-development.

The findings also support the role of values in self-regulated learning. When students reflected on responsibility, perseverance, integrity, and self-discipline, they became more attentive to planning, monitoring, and evaluating their own learning. This confirms Zimmerman’s view that self-regulated learning involves not only cognitive strategies but also motivational and behavioral regulation. In the context of this study, values functioned as practical regulators of academic behavior: students used them to explain effort, persistence, cooperation, and responsibility for learning outcomes.

The effectiveness of the model also depended on the depth of subject-specific integration. Lessons in which values were connected to concrete academic tasks produced stronger engagement than lessons where values were mentioned only at the discussion stage. For instance, mathematics lessons encouraged students to connect perseverance with problem-solving strategies, while literature and history lessons created opportunities for ethical interpretation, civic reflection, and discussion of national identity. This suggests that values-based education becomes more effective when values are embedded into the internal logic of the subject rather than presented as an additional or external component.

In comparison with international models, the findings show both convergence and contextual specificity. Similar to the Finnish emphasis on transversal competences, the proposed model treats values as cross-curricular elements rather than isolated moral topics. Similar to Singapore’s Character and Citizenship Education, it links values with social responsibility, self-regulation, and classroom behavior. It also corresponds to the OECD Learning Compass by strengthening student agency, reflective learning, and goal-oriented behavior. However, the Kazakhstani model differs in the way it connects academic motivation with national cultural identity. The use of Abai’s moral philosophy, Al-Farabi’s idea of the virtuous person, and the principle of *birttutas tarbie* allowed students to interpret academic learning not only as preparation for examinations but also as a process of personal and civic formation.

The qualitative findings further demonstrate that teachers perceived values-based education as compatible with academic goals. Teachers noted that embedding moral and civic content did not distract from subject learning. On the contrary, it increased students’ engagement, supported classroom dialogue, and improved behavior. This is an important finding because values education is sometimes viewed as separate from or secondary to academic instruction. The results of this study suggest that values-based education can strengthen academic learning when it is carefully integrated into curriculum content, teaching methods, and reflective assessment.

At the same time, the findings should be interpreted with caution. The study used a one-group pretest–posttest design without random assignment or a separate control group. Therefore, the results cannot be interpreted as strong causal evidence in the same way as findings from a

randomized controlled trial. However, the consistency of improvements across quantitative indicators, classroom observations, reflective journals, and interviews provides credible evidence that the intervention was associated with positive educational changes.

### Challenges and Considerations

Despite the positive outcomes, the implementation of the model revealed several challenges. First, teachers needed additional time to redesign lessons and connect academic objectives with value-related tasks. In examination-oriented contexts, this created tension between curriculum coverage and deeper reflective learning. Second, some teachers initially lacked confidence in facilitating ethical discussions, moral dilemmas, and student reflection. This indicates the need for systematic professional development and methodological support.

Third, assessing values-based learning remains challenging. While motivation, self-regulation, and behavior can be measured through surveys and observations, deeper changes in ethical reasoning, civic responsibility, and value internalization are more difficult to capture through standard assessment tools. Therefore, future implementation should combine quantitative indicators with portfolios, student self-assessment, reflective writing, teacher observation, and project-based evaluation.

Finally, the sustainability and scalability of the model require institutional support. For values-based education to become part of regular school practice, teachers need clear curriculum guidance, practical lesson materials, assessment tools, and administrative encouragement. The findings suggest that the proposed model has potential for wider use, but further research is needed across different regions, school types, subjects, and age groups.

### Conclusion

This study examined the implementation of a values-based pedagogical model and its association with academic motivation, self-regulated learning, classroom behavior, and value internalization among senior secondary school students in Kazakhstan. Drawing on international educational theories and Kazakhstan's cultural and philosophical heritage, the study developed and piloted a localized pedagogical model that integrates national, moral, and civic values into regular academic instruction. The findings suggest that values-based education may contribute to students' moral awareness, academic engagement, reflective thinking, and responsibility for learning when it is systematically embedded into subject teaching.

The results indicate that academic achievement and value formation should not be treated as separate or competing aims of schooling. When ethical, cultural, and civic values were integrated into subject learning, students appeared to perceive academic work as more personally meaningful. The intervention was associated with positive short-term changes in intrinsic motivation, self-regulated learning, classroom participation, and value-related reflection. These findings suggest that values-based education can create conditions for deeper learning by connecting academic goals with students' identity, moral reasoning, and sense of purpose.

The study also demonstrated the pedagogical relevance of Kazakhstan's intellectual heritage in contemporary schooling. The integration of Abai's moral philosophy, Al-Farabi's concept of the virtuous person, and traditional Kazakh values helped students interpret learning not only as preparation for examinations but also as a process of personal and civic development. This cultural relevance appeared to contribute to students' sense of belonging and provided a meaningful context for reflective learning. In this regard, the concept of *birttutas tarbie* can be understood not only as a policy priority but also as a practical pedagogical framework linking intellectual growth, moral integrity, and civic responsibility.

Methodologically, the study showed that values can be integrated into the curriculum without separating them from academic content. Teachers from different subject areas, including mathematics, language, history, and self-knowledge, applied values-based strategies such as

storytelling, ethical discussion, reflective journaling, moral dilemmas, and community-oriented mini-projects. These practices made learning more dialogic, participatory, and student-centered. Importantly, the integration of values did not appear to reduce academic rigor; rather, it was associated with improved motivation, self-regulation, and classroom engagement during the 12-week intervention.

At the same time, the findings should be interpreted with caution. First, the intervention lasted for one academic term, which limits conclusions about the long-term sustainability of the observed changes. Future longitudinal studies are needed to determine whether improvements in motivation, self-regulation, and value internalization are maintained over time. Second, the study was conducted in two schools; therefore, the findings cannot be generalized to all schools in Kazakhstan. Third, teachers acted both as implementers of the model and as providers of observational data, which may have introduced implementation or reporting bias. Finally, the absence of random assignment and a separate control group limits the strength of causal claims.

The findings point to several practical recommendations. First, curriculum standards should more clearly define expected outcomes of values-based learning and provide examples of how national values can be integrated into different subjects and grade levels. Second, teacher education programs should include practical modules on moral pedagogy, reflective practice, culturally responsive teaching, and classroom facilitation of ethical discussions. Third, assessment practices should be expanded to include indicators of self-regulation, ethical reasoning, collaboration, and reflective learning through portfolios, self-assessment, teacher observation, and project-based evaluation. Fourth, policy initiatives related to holistic upbringing should be supported by concrete implementation mechanisms, including teacher training, methodological materials, and institutional support. Fifth, further research should examine the model across different regions, school types, and age groups using longitudinal and mixed-methods designs. Finally, schools should strengthen cooperation with parents and local communities, as value formation is most effective when school-based learning is reinforced by family and community practices.

Overall, the study contributes to the development of a more humanistic and student-centered approach to education in Kazakhstan. In the context of rapid social, technological, and cultural change, schools are expected not only to prepare students for academic success but also to help them become ethical, reflective, and socially responsible citizens. The model proposed in this study offers one possible way of translating this aim into classroom practice. Embedding values into mainstream education should therefore be viewed not as an optional addition, but as a strategic condition for developing thoughtful, principled, motivated, and socially engaged learners. However, the long-term effectiveness and scalability of this model require further empirical testing in broader and more diverse educational contexts.

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#### **Contribution of the authors:**

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**Arofat A. Nurlakov** – Conducted the diagnostic phase; assisted in survey implementation, data collection, and contributed to the statistical analysis.

**Joanna Madalinska-Michalak** - Facilitated teacher training workshops, gathered qualitative data from reflective journals, and reviewed the manuscript for alignment with educational policy frameworks.

**Sagadat N. Almagambetov** – Participated in classroom intervention; provided cultural-literary content integration and contributed to the literature review and discussion.

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### **Академиялық мақсаттарды ұлттық құндылықтармен үйлестіру**

**Аңдатпа.** Бұл мақалада Қазақстанның орта білім беру жүйесіне ұлттық мәдени және рухани құндылықтарды кіріктіру арқылы әзірленген білім беру моделінің теориялық негіздері мен практикалық жүзеге асырылу нәтижелері ұсынылады. Аталған модель Блум таксономиясы мен Өзін-өзі анықтау теориясына (Self-Determination Theory) сүйене отырып құрастырылған және Абай мен Әл-Фарабидің педагогикалық-философиялық мұраларымен мазмұндық тұрғыдан байытылған. Модель аясындағы интервенция екі жалпы білім беретін мектепте жүзеге асырылып, аралас әдістемеге негізделген зерттеу жүргізілді. Зерттеу шеңберінде сауалнама, тереңдетілген сұхбаттар мен сабақты бақылау әдістері қолданылды. Пәндік мазмұнға – әсіресе математика және химия секілді дәстүрлі пәндерге – азаматтық, моральдық және тұлғалық құндылықтарды кіріктіру арқылы оқушылардың ішкі мотивациясы, өзін-өзі реттеуі, жауапкершілік сезімі мен сабақтағы белсенділігі артқаны байқалды. Мұғалімдер тарапынан оқушылардың құндылыққа негізделген ойлау, пікірталас жүргізу және рефлексия жасау дағдыларының жоғарылағаны аталып өтті. Ұсынылып отырған модель Қазақстанда жүзеге асырылып жатқан «біртұтас тәрбие» тұжырымдамасына сәйкес келеді және әртүрлі мектептерге икемделуге бейім. Бұл зерттеу құндылықтарға негізделген білім беру саласына теориялық және практикалық тұрғыдан маңызды үлес қоса отырып, педагогтерге оқушылардың жан-жақты дамуын қамтамасыз етуге бағытталған нақты әдіснамалық негіз ұсынады.

**Түйін сөздер:** құндылыққа негізделген білім беру; академиялық мотивация; біртұтас тәрбие; өзін-өзі реттеу; Қазақстандағы білім беру.

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### **Согласование академических целей с национальными ценностями**

**Аннотация.** В данной статье представлена разработка и апробация образовательной модели, направленной на интеграцию национальных культурных и нравственных ценностей в систему среднего образования Республики Казахстан. Теоретической основой

модели послужили таксономия Блума и теория самодетерминации (Self-Determination Theory), дополненные философско-педагогическими взглядами выдающихся казахских мыслителей – Абая Кунанбаева и аль-Фараби. Модель была реализована в двух городских общеобразовательных школах с применением смешанных методов исследования, включая анкетирование, полуструктурированные интервью и педагогическое наблюдение. В рамках интервенции в содержание предметов, таких как математика и химия, были интегрированы элементы гражданского воспитания, морально-нравственные ориентиры и этнокультурные смыслы. Полученные результаты показали значительное повышение внутренней мотивации учащихся, улучшение дисциплины и развитие способности к саморефлексии. Учителя также отметили рост интереса школьников к обсуждению ценностных тем и активное участие в учебном процессе. Предлагаемая модель соответствует национальному приоритету формирования «единого воспитания» и может быть адаптирована к условиям различных школ. Таким образом, исследование делает вклад в развитие ценностно-ориентированного образования и предоставляет педагогам практические инструменты для формирования этически обоснованной учебной среды в школах Казахстана.

**Ключевые слова:** ценностно-ориентированное образование; академическая мотивация; целостное воспитание; саморегуляция; казахстанская система образования.

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