



Exploring the Multidimensional Civic Identity of Adolescents in Kazakhstan

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ABSTRACT

Civic identity is a multidimensional construct that integrates cognitive (civic knowledge), affective (civic attitudes and values), behavioral (civic behavior), and motivational (civic motivation) domains. Understanding its development during adolescence is essential for preparing active and responsible citizens with a well-rounded civic identity. This study examines the civic identity of Kazakhstani adolescents, focusing on the relationships among these domains. A mixed-methods design was used, combining quantitative survey data (N = 488) with qualitative thematic analysis of open-ended responses. Civic values scored highest, indicating strong ethical beliefs, cultural respect, and prosocial orientations. Civic motivation received the lowest scores, revealing a gap between recognizing societal needs and being willing to act. The strongest correlations emerged between civic values, civic behavior, and civic motivation, suggesting their interdependence. Qualitative themes emphasized commitments to environmental care, cultural preservation, and social responsibility, alongside notable uncertainty and disengagement. These findings underscore the need for civic education that intentionally integrates cognitive, affective, behavioral, and motivational domains to cultivate balanced civic identities in adolescents.

KEYWORDS

Civic education; civic identity; civic engagement; adolescence; Kazakhstan; civic values; civic behavior; civic motivation; civic knowledge; youth participation.

INTRODUCTION

Over the past decade, interest in citizenship education and civic identity formation has increased substantially. Educators and policymakers emphasize the role of civic identity in promoting sustainable societal development by fostering young people's interest in civics and their willingness to participate in civic life (Alscher et al., 2022; Assyltayeva et al., 2024; Aura et al., 2022; Owusu-Agyeman & Fourie-Malherbe, 2019). While citizenship education focuses on developing students' civic knowledge, values, and participation, civic identity reflects the outcome of this process. In this study, civic identity is defined as a multidimensional construct that integrates an individual's civic knowledge, attitudes, values, behavior, and motivation, which together form the foundation for meaningful civic engagement (Yussupova et al., 2023)

Researchers underscore that citizenship education should be embedded within the school curriculum, as schools function as primary settings for socialization where students acquire civic values, behavioral norms, and interaction skills crucial for community participation (Bacian & Huemer, 2023; Coopmans et al., 2020; Gerfanova et al., 2025; Myrzakhmetova et al., 2024). Through learning these norms and understanding their rights, duties, and responsibilities as citizens, students develop a sense of belonging and social responsibility that prepares them to become civic actors and informed community members. Fostering civic engagement and democratic citizenship through education is therefore essential, requiring the cultivation of concern for collective well-being, acceptance of social responsibility, and active involvement in addressing societal challenges (Kilinc et al., 2023; Tarman & Kilinc, 2023). Our research focuses on adolescents aged 12–17, a critical formative period for civic identity development. During this stage, young people experience physical, emotional, and cognitive changes, along with shifts in social roles and relationships that shape the foundation for adult civic participation. According to Erikson's theory, individuals in this age range navigate the stage of identity vs. role confusion, during which they begin forming a coherent civic and social identity (Orenstein & Lewis, 2022). As a result, adolescents gradually develop civic values, a sense of belonging, and a commitment to societal roles. In Kazakhstan, where historical traditions, cultural values, and contemporary forces of globalization intersect, the development of adolescents' civic identity holds particular importance. The Law on Education of the Republic of Kazakhstan emphasizes instilling patriotism, love for the country, respect for cultural traditions, national symbols, and the state language. It also underscores the importance of nurturing individuals with an active civic stance, encouraging participation in the socio-political, economic, and cultural life of the republic, and fostering a conscious understanding of one's rights and responsibilities. Accordingly, the general secondary education curriculum focuses on cultivating both national and universal values, shaping students' stable personal orientations that guide their behavior and decision making. The curriculum promotes Kazakhstani patriotism and civic responsibility, encourages respect for others, and supports cooperation, labor, and creativity. It also stresses openness to new ideas and lifelong learning as key elements of personal and professional development. Furthermore, it encourages learners to think critically about social and

environmental challenges at both local and global levels and to understand the knowledge and skills needed to address these issues and contribute to community improvement.

However, the effectiveness of these efforts in shaping adolescents' civic identity remains uncertain and requires systematic analysis and empirical investigation. Research indicates that challenges such as insufficient attention to civil rights and responsibilities in school curricula (Baikulova et al., 2024), limited parental involvement in fostering civic values at home (Bozymbekova, 2024), and unequal opportunities for civic engagement (Marinin, 2019) can hinder the development of a strong civic identity. Additionally, studies show that assessing civic identity formation is inherently difficult because the construct itself is multilevel and multifaceted (Petrovska, 2019). A review of the existing literature shows that, in Kazakhstan, no comprehensive study has examined adolescent civic identity in a holistic way. While prior research has considered individual components – such as civic knowledge, attitudes, skills, or value orientations – these dimensions have typically been studied separately. Moreover, most studies have focused on older adolescents or university students (Nurmatov et al., 2022), with limited attention to the upper secondary school age group (12–17) (Mussabekova & Myrzabek, 2021; Zhumagulova et al., 2016). This gap underscores the need for an approach to civic identity that is both multidimensional and age appropriate. A multidimensional approach acknowledges the interplay among cognitive, affective, behavioral, and motivational domains, each with distinct indicators, while age-appropriateness ensures that assessment aligns with the developmental characteristics of adolescents aged 12–17. Conceptually, this study draws on the internationally recognized framework of the International Civic and Citizenship Education Study (ICCS) (Schulz et al., 2018), which examines students' civic knowledge, civic engagement, and attitudes toward key societal issues. Kazakhstan's emphasis on cultivating socially responsible citizens aligns with ICCS values such as civic responsibility, human rights, and intercultural understanding. The study also incorporates the Civic Competence Framework developed by Torney-Purta et al. (2001), which evaluates adolescents' civic readiness across four interconnected domains: civic knowledge and understanding, civic attitudes and values, skills for participation in civic life, and civic behaviors or intended engagement. These domains correspond closely to the study's aim of assessing civic identity as a multidimensional construct encompassing cognitive, affective, behavioral, and motivational components.

Based on the above, this study adopts a framework that integrates the core domains of civic identity – cognitive (civic knowledge), affective (civic attitudes and values), behavioral (civic behavior), and motivational (civic motivation) – into a unified model. By examining these domains collectively, the research seeks to clarify how civic identity develops during adolescence in Kazakhstan. In doing so, the study contributes to the broader discourse on civic identity formation and its assessment by providing empirical evidence from a national context that remains underrepresented in international civic education research. The study is guided by two research questions: RQ1 examines the current level of Kazakhstani adolescents' civic identity across cognitive (civic knowledge), affective (civic attitudes and values), behavioral (civic

behavior), and motivational (civic motivation) domains, while RQ2 explores how these domains interrelate in the process of civic identity development.

THEORETICAL FOUNDATIONS

Civic identity is commonly understood not only as an individual's legal affiliation with a state (Abowitz & Harnish, 2006; Petrovska, 2021) but as a sense of belonging and responsibility within a community, regardless of ethnic or national background. Researchers highlight key characteristics of civic identity, including "tolerance, respect, community mindedness, and civility in public discourse" (Baehr, 2017, p. 1153), and identify factors that support its development in youth, such as volunteering, active participation in the community, and commitment to community service (Barber et al., 2013; Metzger et al., 2018b). The development of civic identity begins in early childhood, when children first learn to cooperate and participate in group activities. Erikson's (1968) model of psychosocial development suggests that identity formation unfolds gradually, with early experiences of trust, autonomy, and initiative shaping emerging civic orientations. Complementing this view, Bennett (2011), drawing on social identity theory (Tajfel & Turner, 1986), shows that children internalize social norms, group memberships, and contextual cues from a young age, shaping their sense of belonging and responsibility within communities. These early socialization processes form the foundation upon which civic identity is more consciously articulated during adolescence. Previous research on youth development highlights the essential role of civic identity in fostering adolescents' civic engagement, suggesting that a well-developed civic identity promotes active citizenship and stronger connections to societal and democratic processes (Chan et al., 2014; Crocetti et al., 2011; Martínez & Cumsille, 2019). Parker (2003) notes that schools provide institutional experiences that help students learn to interact and collaborate beyond the family, making them an ideal setting for citizenship education. Ten Dam et al. (2011) describe schools as "a secondary apprenticeship system" (p. 355), emphasizing their role in encouraging learners to reflect on their capacity for active citizenship. Civic education should therefore move beyond isolated knowledge acquisition toward cultivating the knowledge, attitudes, values, and skills needed for participation in society. This aligns with Payne et al.'s (2019) view that civic identity develops through everyday civic actions rather than solely through formal preparation for future citizenship. They critique traditional models that emphasize patriotism, obedience, and passive learning, and instead advocate for participatory approaches where even young children contribute to their communities. In this regard, Lawy and Biesta's (2006) "citizenship-as-practice" approach is foundational, proposing that young people learn to interact with others and make sense of the world through participation in everyday social and cultural activities. Contemporary research conceptualizes civic identity as a multidimensional construct. Scholars identify its core domains – knowledge, attitudes, value orientations, and skills – that citizens should possess in today's society and that together characterize civic identity (Torney-Purta et al., 2001; Schulz et al., 2018). This framework views civic identity as the unity

of cognitive, affective, and behavioral domains through which individuals perceive and internalize their roles as citizens. In this study, an additional domain – the motivational domain – is integrated into the construct, reflecting the internal drive and intention to participate in civic life. Motivation is a critical factor that activates and sustains civic engagement, functioning as the force that transforms civic understanding, dispositions, and skills into purposeful action. Building on this multidimensional framework, the following section outlines each domain in detail.

Cognitive domain: Civic knowledge

Civic knowledge is fundamental for active participation and engagement. While citizenship education has traditionally emphasized memorizing facts about democratic institutions such as government structures, constitutions, legal frameworks, and voting rights (Ten Dam et al., 2011), this approach has been widely criticized. Research shows that civic knowledge should extend beyond rote memorization, as “memorizing facts and engaging students in patriotic rituals are likely to have ... a counter-productive effect on civic understanding and participation” (Anderson, 2023, p. 11). Instead, civic knowledge should be understood more broadly to include conceptual and procedural components. Conceptual knowledge involves understanding principles such as justice, equality, and freedom, whereas procedural knowledge refers to the ability to act responsibly in civic life. The International Civic and Citizenship Education Study (ICCS) reinforces this view by defining civic knowledge as the ability to understand, interpret, and apply civic concepts in real-world contexts (Schulz et al., 2023). The ICCS framework also expands civic knowledge to include global dimensions such as social justice, sustainability, and intercultural awareness, which is especially relevant for Kazakhstan, where civic education aims to foster both national identity and global responsibility. In a multiethnic and multicultural society, civic knowledge also includes understanding and appreciating the traditions of the Kazakh people and the cultural heritage of the country’s diverse ethnic groups. Drawing on this perspective, the present study defines civic knowledge as a construct that integrates national and intercultural elements as well as procedural understanding of civic engagement, operationalized through the indicators listed in Table 1 (Abdullaev, 2021; Byram, 1997, 2006; Kearney & Levine, 2020; Lawy & Biesta, 2006; Renshaw, 2019; Ten Dam et al., 2011).

Table 1.

Indicators Representing the Cognitive Domain (Civic Knowledge)

Indicator	Function/ Civic Relevance
Knowledge of national symbols	recognition of symbols such as the flag, anthem, and state emblems fosters a shared civic identity and respect for national unity

Knowledge of prominent cultural and scientific figures from one's ethnic group	learning about role models from one's own community can inspire civic responsibility and foster motivation to contribute to society
Knowledge of the native language	mastery of one's native language serves communicative purposes and reinforces national consciousness
Knowledge and understanding of one's own ethnic group	familiarity with the customs, values, and social structures of the student's ethnic community, which strengthens cultural identity and a sense of belonging
Knowledge of the culture and traditions of one's people	understanding traditional practices, rituals, arts, and moral codes contributes to civic pride
Knowledge of the history and cultures of other peoples	awareness of other cultures promotes tolerance, reduces prejudice, and builds the foundation for intercultural dialogue
Procedural civic knowledge	knowing how to participate in school governance (e.g., student councils), how to engage in civic initiatives (e.g., organizing a clean-up campaign), or how to exercise rights (e.g., writing a letter to a local representative)

Affective domain: Civic attitudes and civic values

Civic attitudes are closely connected to students' civic knowledge. Lauglo (2013) found that students with higher levels of civic knowledge show stronger support for gender equality, equal rights for ethnic groups, and greater readiness for civic engagement. Similarly, Schulz et al. (2018) report that students with higher civic knowledge express more inclusive attitudes toward diversity across ethnic and racial groups. Civic attitudes refer to individuals' willingness to participate in civic life and include respect, tolerance, responsibility, social involvement, and appreciation of differences (Ten Dam et al., 2011, p. 355). In citizenship education, fostering these attitudes is essential for preparing students not only to understand their civic roles but also to act with empathy, respect, and responsibility. Hejwosz-Gromkowska (2021) further emphasizes that a central aim of citizenship education is cultivating attitudes of tolerance that help young people overcome social apathy and become engaged citizens ready to contribute to their local, national, and global communities. In this study, the civic attitudes listed in Table 2 are identified as key indicators of the affective domain (Byram, 2008; Hart et al., 2011; Hejwosz-Gromkowska, 2021; Musina, 2024; Ten Dam et al., 2011).

Table 2.*Indicators Representing the Affective Domain (Civic Attitudes)*

Indicator	Function/ Civic Relevance
Acceptance of one's civic belonging	reflects the extent to which individuals identify themselves with the national civic community
Pride in national achievements	fosters emotional attachment to the state and strengthens collective identity
Sense of responsibility for the future of society and the country	encourages youth to see themselves as contributors to national development
Positive emotional perception of one's ethnic identity	cultivates confidence and respect for one's cultural heritage
Positive attitude toward one's native language and culture	promotes cultural continuity and a sense of rootedness
Respectful attitude toward other cultures	supports intercultural dialogue in a multiethnic society

Fostering civic values is as important as developing civic knowledge, attitudes, and skills. Citizenship education emphasizes values such as empowerment, creativity, empathy, and concern for humanity (Bosio & Schattle, 2021), which serve as guiding principles that shape behavior and encourage personal growth and social responsibility. Lott (2013) found that students with well-developed civic values demonstrate active citizenship, leadership, and a meaningful philosophy of life, and that intercultural experiences – such as living with peers from different ethnic backgrounds – strengthen their sense of community and reduce prejudice. Similarly, Cogan and Morris (2001) identified eight clusters of civic values in a comparative study across six countries, including democratic values (e.g., rule of law, freedoms, equity), social cohesion and diversity (e.g., tolerance, justice, acceptance), civic and community responsibility (e.g., service, common good), national identity (e.g., unity in diversity, civic pride), and self-cultivation (e.g., honesty, civility, helping others). In Kazakhstan, a value-oriented approach to civic education emphasizes both national and universal values. As Myrzakhmetova et al. (2024) note, civic education reinforces national values such as Kazakhstan's territorial integrity, the state language, and the unity of the people, while also promoting universal values including honesty, kindness, justice, and self-development. The indicators in Table 3 operationalize these core civic values, which are essential components of civic identity (Bosio & Schattle, 2021; Cogan & Morris, 2001; Leeds-Hurwitz, 2013).

Table 3.*Indicators Representing the Affective Domain (Civic Values)*

Indicator	Function/ Civic Relevance
Respect for human dignity	indicates a fundamental value in democratic societies that underpins human rights and equality
Respect for shared societal values	demonstrates an individual's alignment with commonly accepted norms that support social cohesion
Moral sensitivity and self-evaluation	represents the internalization of ethical standards and personal accountability
Empathy and support for various social groups	reflects inclusive citizenship and solidarity
Awareness of personal responsibility for words, actions, and behavior	reflects a mature sense of agency and ethical participation in public life

Behavioral domain: Civic behavior

Civic behavior skills are essential for developing a strong civic identity, as they reflect an individual's ability and readiness to participate actively and effectively in community life. These skills become especially visible in situations that require individuals to express their views, collaborate with others, and contribute to social change (LeCompte et al., 2020; Levine & Kawashima-Ginsberg, 2015; Vankov et al., 2024). Scholars identify a wide range of skills necessary for effective civic engagement. Castro (2013) highlights deliberation, negotiation, and activism as key competencies. Similarly, Ten Dam and Volman (2007) distinguish regulation skills (such as self-control and emotional regulation), socio-communicative skills, and the ability to take multiple perspectives, manage cultural differences, and resolve social conflicts. Extending this view, Clemitshaw (2008) groups civic skills into enquiry and communication skills – such as asking critical questions, expressing opinions, and listening actively – and skills of participation and responsible action, including organizing collective initiatives, contributing to public dialogue, and making ethical decisions. Drawing on these perspectives, the present study operationalizes civic behavior using the indicators listed in Table 4 (Ajaps & Obiagu, 2020; Parker et al., 1999; Westheimer & Ladson-Billings, 2024), which together define the behavioral domain of civic identity.

Table 4.*Indicators Representing the Behavioral Domain (Civic Behavior)*

Indicator	Function/ Civic Relevance
Active participation in community events	indicates an individual's involvement in public life and willingness to contribute to community well-being
Increased knowledge of one's rights in society	reflects the ability to act within legal and civic frameworks
Willingness to fulfill civic duties	demonstrates personal responsibility and commitment to the common good
Ability to communicate and cooperate based on equality	emphasizes mutual respect, inclusivity, and democratic interaction.
Constructive conflict resolution	highlights the importance of peaceful problem-solving in diverse and dynamic social settings
Respectful attitude toward the environment	extends civic responsibility to ecological awareness and sustainable behavior

Motivational domain: Civic motivation

In the context of civic identity, motivation functions as the force that transforms civic knowledge and attitudes into purposeful civic engagement and a personal commitment to community development. Han and Dawson (2024) emphasize that individuals with a well-developed civic identity are more likely to align their civic values and attitudes with their actions, thereby strengthening the connection between civic identity and civic behavior. Empirical research by Kaliyeva (2021) conducted among Kazakhstani youth identifies several key motivators for active civic participation. These include a desire to contribute to the community, the need to develop organizational and leadership skills, an aspiration to pursue and uphold personal ideals, the opportunity to expand social networks, and an interest in better understanding social and political processes. A sense of civic responsibility, along with opportunities for personal growth and self-realization, also emerged as important factors influencing young people's civic engagement. However, recent data highlight important challenges. Survey results from Kaldybayeva et al. (2018), based on 2,000 young respondents across Kazakhstan, show that nearly half do not participate in any civic activities due to a lack of time, while others report nonparticipation because they are simply not interested. As a result, about 70% of young people exhibit low motivation for civic engagement, indicating a substantial gap in active civic involvement. This trend aligns with international research showing that many young people worldwide remain socially and politically passive, civically disengaged, and uncertain about their roles and responsibilities in society (Brik, 2024; Dahl et al., 2017; Saidin & Azrun, 2025; Zhang, 2022). The evidence suggests that civic knowledge, values, attitudes, and skills alone are

insufficient – motivation is the critical factor that drives the development of a strong civic identity. The present research also considers motivational indicators that capture young people’s emotional and cultural connection to society (Alscher et al., 2022; Kaliyeva, 2021; Zhu, 2023), which are operationalized through the indicators listed in Table 5.

Table 5.

Indicators Representing the Motivational Domain (Civic Motivation)

Indicators	Function/ Civic Relevance
Interest in one’s country	reflects a sense of national attachment and curiosity about the country’s development, challenges, and future
Interest in cultural heritage	indicates a motivation to explore, preserve, and take pride in one’s historical and cultural root
Interest in social life and societal developments	reflects a desire to stay informed and involved in community life
Desire to become an active citizen	describes the intention to contribute to undergoing civic processes
Willingness to participate in the life of society	represents a general openness to involvement in civic and community affairs

The indicators outlined above for the distinct domains of civic identity align with the broader goals of civic education: forming socially responsible, morally aware individuals who are capable of contributing positively to both local and global communities.

METHOD

Research Design

The study employed a mixed-methods cross-sectional survey design with a descriptive and correlational focus. This design was chosen to identify measurable patterns and individual perspectives at a single point in time (Creswell & Creswell, 2018). Quantitative variables encompassed five civic identity domains – cognitive (civic knowledge), affective (civic attitudes and values), behavioral (civic behavior), and motivational (civic motivation) – measured through close-ended multiple-choice and Likert-scale items. Qualitative variables reflected the same domains and were examined through open-ended questions designed to elicit participants’ personal reflections and perspectives.

Participants

Eligibility criteria required participants to be 12–17 years old and enrolled in secondary school. A total of 488 Kazakhstani adolescents (236 boys, 252 girls; $M = 13.79$) from the Akmola region in northern Kazakhstan participated. Participants were recruited through secondary schools that agreed to collaborate with the research team, and intact classes were invited to participate,

resulting in a convenience sample. The survey was administered during regular class time, with participation voluntary and anonymous. Additional demographic variables were not analyzed, as they were not relevant to the study's objectives.

Procedure

Prior to data collection, the research team obtained formal approval from the regional Department of Education, which reviewed the questionnaire for ethical compliance. Parents received written information about the study and were asked to provide informed consent for their child's participation. After parental consent was secured, adolescents were informed about the study's purpose and procedures and were asked to indicate their voluntary agreement to participate.

Instrument

The instrument consisted of 43 close-ended items and five open-ended questions developed by the research team to assess the five key domains of civic identity. All items reflected the indicators associated with each domain described above. The questionnaire was available in both Kazakh and Russian, and participants were free to choose their preferred language of response.

The cognitive domain items measured participants' knowledge and understanding of national heritage, ethnic and cultural identity, and intercultural awareness through 11 multiple-choice questions on national symbols, traditions, historical figures, and cultural practices of Kazakh and other ethnic groups, scored dichotomously (1 = correct, 0 = incorrect). The affective domain on civic attitudes included eight four-point Likert items (1 = strongly disagree to 4 = strongly agree) assessing students' sense of belonging, national identity, social responsibility, and openness to intercultural communication (Cronbach's $\alpha = .72$). The affective domain on civic values used eight similar Likert items measuring beliefs about tolerance, social harmony, moral responsibility, and awareness of one's impact on others (Cronbach's $\alpha = .83$). The behavioral domain consisted of eight Likert items evaluating how often participants demonstrate behaviors associated with active and responsible citizenship (Cronbach's $\alpha = .79$). The motivational domain included eight Likert items assessing participants' willingness to engage in civic life, their interest in civic affairs, and their readiness to contribute to society (Cronbach's $\alpha = .71$). The five open-ended questions invited participants to reflect on their civic identity and its connection to their country, native language, and cultural heritage. The questions addressed each domain as follows: (1) Civic knowledge: "If you had to describe your native language and culture to a friend from another country, what would you say?" (2) Civic attitudes: "What is most important to you about your country and culture?" (3) Civic values: "What words or ideas from your native language and culture best reflect your values?" (4) Civic behavior: "What do you think young people should do to make life in your country better?" (5) Civic motivation: "What personal goals or dreams do you have for the future of your country and culture?"

Pilot study

A pilot study was conducted to test the clarity and appropriateness of the research instrument using a small sample of Kazakhstani adolescents (N = 15) aged 12–17 who were not part of the final study. Participants completed the full questionnaire, including all 43 close-ended items and five open-ended questions. The pilot assessed age-appropriateness of item wording, identified unclear phrases, and evaluated the scoring system, particularly in the multiple-choice section. Feedback from participants and preliminary data analysis led to minor revisions, including rewording two Likert-scale items in the civic values section and refining the instructions for the open-ended questions. Overall, the pilot confirmed that the instrument was clear and suitable for the target age group.

Data analysis

The data were analyzed using a mixed-methods approach that integrated both quantitative and qualitative techniques.

Quantitative Data Analysis

All quantitative data were analyzed using IBM SPSS Statistics (Version 26). Descriptive statistics were first computed to summarize participants' performance in each civic identity domain. Each Likert-based scale contained eight items scored from 1 to 4, yielding a maximum possible score of 32 per component. Internal consistency was evaluated using Cronbach's alpha. Civic knowledge was measured through 11 dichotomously scored multiple-choice questions (1 = correct, 0 = incorrect), producing total scores ranging from 0 to 11. Participants' total scores in each domain were then grouped into three categories – Low, Medium, and High – based on frequency distributions and score ranges. Before conducting the correlation analysis, the normality of the distributions was assessed using the Shapiro–Wilk and Kolmogorov–Smirnov tests, supplemented by visual inspection of histograms and Q–Q plots. Because significant deviations from normality were detected (all $p < .001$), both Pearson's correlation (appropriate for large samples) and Spearman's rank-order correlation were used to examine relationships among the five civic identity domains.

Qualitative Data Analysis

The qualitative data from the five open-ended questions were analyzed using thematic analysis following Naeem et al.'s (2023) five-stage approach. First, transcription and familiarization were conducted, during which responses in Kazakh and Russian were transcribed, translated into English, and key quotations highlighted. Second, frequently occurring words and ideas were identified for initial categorization. Third, inductive coding was applied to all responses. Fourth, recurring codes were grouped into higher-order themes. Finally, the themes were interpreted, supported with illustrative quotations, and summarized with calculated frequencies.

RESULTS

Descriptive statistics

Descriptive statistics were calculated to summarize participants' performance on each component of the instrument representing one of the civic identity domains (Table 6). Each scale had a maximum possible score of 32, consisting of eight items rated on a four-point Likert scale.

Table 6.

Descriptive Statistics

Domain	N	Min	Max	Mean	SD
Cognitive domain (Civic Knowledge) total	488	2.00	11.00	8,72	2.00
Affective domain (Civic Attitudes) Total	488	9.00	32.00	23,07	4.04
Affective domain (Civic Values) Total	488	8.00	32.00	25,02	4.85
Behavioral domain (Civic behavior) Total	488	8.00	32.00	23.31	4.42
Motivational domain (Civic motivation) Total	488	8.00	32.00	21.45	4.30
Valid N	488				

The Civic Knowledge component had a mean of 8.72 (SD = 2.00) out of 11, indicating a relatively high level of understanding of national symbols, traditions, historical figures, and cultural practices of the Kazakh people and other ethnic groups in Kazakhstan. Although numerically lower than the other scales due to its different scoring system, this result shows that most participants answered the majority of knowledge-based items correctly. Participants scored highest on the Civic Values scale, with a mean of 25.02 (SD = 4.85), suggesting strong values such as respect for others, cultural tolerance, and moral accountability. The Civic Attitudes scale yielded a mean of 23.07 (SD = 4.04), reflecting a moderate-to-high level of emotional and attitudinal alignment with national identity, sense of belonging, and openness to intercultural communication. The Civic Behavior scale showed a mean of 23.31 (SD = 4.42), indicating frequent engagement in behaviors associated with responsible citizenship, including respecting rules, contributing to community life, and showing concern for social issues. The Civic Motivation scale produced the lowest mean score at 21.45 (SD = 4.30). Although still moderate, this suggests that while participants valued civic engagement and demonstrated positive attitudes and behaviors, their personal drive or readiness to participate actively in civic life was less developed than in the other domains.

Categorization of Civic Identity Levels

Participants' total scores for each component were categorized into three levels – Low, Medium, and High – based on score ranges and frequency distributions (Table 7).

Table 7.

Distribution of Participants by Levels of Civic Identity Domains

Level	Cognitive Civic Knowledge	Affective Civic Attitudes	Affective Civic Values	Behavioral Civic Behavior	Motivational Civic Motivation
Low (1)	9 (1.8%)	51 (10.5%)	53 (10.9%)	57 (11.7%)	93 (19.1%)
Medium (2)	112 (23%)	345 (70.7%)	216 (44.3%)	343 (70.3%)	364 (74.6%)
High (3)	367 (75.2 %)	92 (18.9%)	219 (44.9%)	88 (18.0%)	31 (6.4%)
Total	488 (100%)	488 (100%)	488 (100%)	488 (100%)	488 (100%)

Civic Knowledge emerged as the strongest domain, with 75.2% of participants demonstrating a high level and only 1.8% scoring low, confirming that participants showed substantial civic knowledge despite the different scoring method. For Civic Values, 44.9% of respondents scored high and 44.3% scored medium, while only 10.9% fell into the low range. In contrast, Civic Attitudes and Civic Behavior were concentrated in the medium range: 70.7% scored medium on attitudes (18.9% high, 10.5%) low and 70.3% scored medium on behavior (18.0% high, 11.7% low. The Civic Motivation component showed the least favorable distribution, with only 6.4% scoring high, while 74.6% were medium and 19.1% low. This indicates that although participants possess civic values and demonstrate civic behaviors, their proactive drive or intention to engage in civic life is less developed.

Correlation analysis

To examine the interrelationships among the civic identity domains, a Pearson correlation analysis was conducted (Table 8).

All correlations were statistically significant at the $p < .01$ level. The strongest correlation was observed between Civic Behavior and Civic Values ($r = .601$, $p < .001$), indicating that adolescents with stronger values – such as honesty, kindness, and cultural respect – are more likely to engage in prosocial and responsible community actions. Civic Behavior and Civic Motivation also showed a strong correlation ($r = .582$, $p < .001$), suggesting that internal motivation to contribute to societal well-being is closely tied to actual civic behavior. Moderate correlations were found between Civic Attitudes and Civic Values ($r = .475$), Civic Attitudes and Civic Behavior ($r = .469$), and Civic Attitudes and Civic Motivation ($r = .463$), highlighting the importance of attitudinal engagement in shaping values, actions, and motivation. In contrast, Civic Knowledge showed relatively weak but significant correlations with the other components: Civic Motivation ($r = .213$), Civic Values ($r = .186$), Civic Behavior ($r = .179$), and Civic Attitudes (r

= .119). These findings suggest that while civic knowledge supports other domains of civic identity, it is not as strong a predictor as affective and behavioral factors.

Table 8.

Pearson Correlations for Civic Identity Domains

		Cognitive domain (Civic knowledge) total	Affective domain (Civic attitudes) total	Affective domain (Civic values) total	Behavioral domain (Civic behavior) total	Motivational domain (Civic motivation) total
Cognitive domain (Civic knowledge) total	Pearson correlation	1	,119**	,186**	,179**	,213**
	p-value (two-tailed)		,009	<,001	<,001	<,001
Affective domain (Civic attitudes) total	Pearson correlation	,119**	1	,475**	,469**	,463**
	p-value (two-tailed)	,009		<,001	<,001	<,001
Affective domain (Civic values) total	Pearson correlation	,186**	,475**	1	,601**	,501**
	p-value (two-tailed)	<,001	<,001		<,001	<,001
Behavioral domain (Civic behavior) total	Pearson correlation	,179**	,469**	,601**	1	,582**
	p-value (two-tailed)	<,001	<,001	<,001		<,001
Motivational domain (Civic motivation) total	Pearson correlation	,213**	,463**	,501**	,582**	1
	p-value (two-tailed)	<,001	<,001	<,001	<,001	

**Correlation significant at the 0.01 level (two-tailed).

To verify these findings given the non-normal score distributions, Spearman’s rank-order correlations were also conducted (Table 9), and the results were consistent with the Pearson analysis.

Table 9.
Spearman Correlations for Civic Identity Domains

		Affective Domain (Civic Attitudes) Total	Affective Domain (Civic Values) Total	Behavioral Domain (Civic Behavior) Total	Motivational Domain (Civic Motivation) Total
Affective domain (Civic attitudes) total	Spearman correlation	1,000	,326**	,288**	,330**
	p-value (two-tailed)	.	<,001	<,001	<,001
Affective domain (Civic values) total	Spearman correlation	,326**	1,000	,387**	,331**
	p-value (two-tailed)	<,001	.	<,001	<,001
Behavioral domain (Civic behavior) total	Spearman correlation	,288**	,387**	1,000	,409**
	p-value (two-tailed)	<,001	<,001	.	<,001
Motivational domain (Civic motivation) total	Spearman correlation	,330**	,331**	,409**	1,000
	p-value (two-tailed)	<,001	<,001	<,001	.

Correlation significant at the 0.01 level (two-tailed).

Qualitative responses

Five open-ended questions prompted participants to reflect on language, culture, traditions, values, and civic participation, allowing for a more detailed exploration of adolescents' civic identity. Thematic analysis revealed clear patterns across the four domains – cognitive, affective, behavioral, and motivational – and frequencies of key themes were calculated to support the validity of the findings (Appendix).

Cognitive domain (civic knowledge)

The open-ended question for the cognitive domain invited participants to share what they know about their country and culture by describing their homeland and cultural heritage to a friend from another country. Their responses revealed the aspects of national life they recognize as central to their civic identity. Seven themes emerged: (1) traditions and customs, (2) language characteristics, (3) national symbols and nature, (4) values and ideals, (5) history and politics, (6) national cuisine and daily life, and (7) uncertainty and disengagement.

The most frequently mentioned theme was “Traditions and customs” (F = 133), with participants referencing national holidays such as Nauryz, traditional games like “asyk” (sheep

bones), and general Kazakh customs, indicating strong awareness of culturally specific practices. The second theme, "Language characteristics" (F = 100), reflected descriptions of the Kazakh language as rich, melodic, and emotionally expressive. "National symbols and nature" (F = 85) was the third most common theme, with adolescents mentioning iconic sites such as Burabay and the Baiterek monument, along with references to Kazakhstan's clean environment and natural beauty. Another meaningful category was "Values and ideals" (F = 60), where participants emphasized hospitality, generosity, respect for elders, and kindness as core cultural values. "History and politics" (F = 45) appeared in responses noting Kazakhstan's nomadic heritage, Soviet past, and multicultural society. "National cuisine and daily life" (F = 30) included mentions of dishes such as beshbarmak and kumis, as well as everyday rituals like sharing tea. Notably, a large portion of responses (F = 110) fell under "Uncertainty and disengagement," consisting of vague or "I don't know" statements, suggesting limited engagement or difficulty in articulating civic knowledge.

Affective domain (civic attitudes and civic values)

The themes that emerged for civic attitudes included: (1) emotional ties, (2) cultural traditions and rituals, (3) family traditions, and (4) uncertainty and disengagement. The most dominant theme was "Cultural traditions and rituals" (F=225). Respondents frequently mentioned traditional ceremonies such as "tusau keser" (cutting of the fetters on child's feet), "syrga salu" (putting earrings on a bride), and "shashu" (scattering coins and sweets), along with celebrations like "Nauryz" and values such as hospitality. Many expressed pride in these traditions and viewed them as sources of unity and belonging. The second theme, "Family traditions" (F = 54), reflected everyday practices such as shared meals, weekend tea, and joint celebrations of holidays and birthdays. Although less frequent, "Emotional ties" (F = 12) were notable for their depth, with participants using phrases such as "zhanym" (my soul), "zhuregim" (my heart), and "tugan zherim" (my native land) to express strong personal attachment, as well as patriotic slogans such as "Alga, Kazakhstan." However, a considerable portion of responses (F = 134) fell under "Uncertainty and disengagement," including statements such as "I don't know," "I don't care," or "Whatever."

Civic values were identified through the words and phrases participants associated with their native land and culture, resulting in six themes. The most frequent theme was words expressing love, tenderness, care, and closeness (F = 157), with adolescents highlighting emotionally rich terms such as "zhanym" (my soul), "akyldy" (smart), and "ademi" (beautiful), indicating the importance of emotional connection and care within Kazakhstani civic identity. The second theme, words emphasizing honesty, respect, kindness, fairness, and social harmony (F = 50), reflected strong appreciation for ethical conduct illustrated through proverbs such as "A kind word is half of happiness" and "He who sows kindness will reap gratitude." Another prominent theme involved words reflecting patriotism, pride in homeland, cultural roots, and heritage (F = 46), with terms like "batyr" (hero), and "tugan zher" (native land) underscoring attachment to Kazakhstan's history and collective memory. Smaller themes included words

expressing pride in the national language (F = 19), emphasizing the belief that preserving the native language is essential for national continuity, and words describing family relationships (F = 20), such as “ana” (mother), “ata” (father). A substantial number of responses (F = 130) fell under uncertainty and disengagement, consisting of vague or indifferent answers like “I don’t know,” suggesting limited connection to or reflection on civic values for a portion of the participants.

The behavioral domain (civic behavior)

The open-ended question for civic behavior encouraged adolescents to reflect on what young people should do to improve life in their country. Thematic analysis revealed the following themes: (1) Environmental care, (2) Preservation of culture and traditions, (3), Personal responsibility (4) Respectful behavior and cooperation, (5) Participation, and (6) Uncertainty and disengagement. The most frequently mentioned theme was environmental care (F=97). Participants emphasized the importance of protecting nature through actions such as not littering, recycling, conserving water and energy, and planting trees.

These responses demonstrate strong environmental awareness and recognition of youth responsibility in promoting ecological sustainability. Preservation of culture and traditions (F = 80) was also prominent, as adolescents stressed the importance of knowing, promoting, and protecting Kazakh traditions, historical knowledge, and especially the Kazakh language, reflecting a sense of duty toward maintaining national identity. The theme of personal responsibility (F = 76) included responses highlighting self-improvement, ethical behavior, and contributing to societal development, with participants noting that honesty, kindness, hard work, and respect can positively influence their communities.

Respectful behavior and cooperation (F = 68) captured ideas related to teamwork, mutual respect, and civility, emphasizing the role of polite, fair, and considerate interactions in building a harmonious society. Participation (F = 65) involved suggestions for engaging in civic and community activities, such as volunteering, charity work, joining school or online initiatives, and raising awareness about social issues, indicating that adolescents view active engagement as a key component of citizenship. Finally, a substantial number of responses (F = 73) reflected uncertainty and disengagement, consisting of vague, indifferent, or noncommittal statements.

The motivational domain (civic motivation)

The open-ended question for civic motivation asked participants to reflect on the future of their country and culture and to describe their personal dreams and goals related to it. Thematic analysis revealed six themes: (1) personal contribution to societal development, (2) environmental sustainability, (3) unity and peace, (4) preservation and promotion of national culture and language, (5) national prosperity, and (6) uncertainty and disengagement.

The most frequently mentioned theme was personal contribution to society development (F = 103), with participants expressing aspirations to become teachers, scientists, doctors, and other professionals who serve the common good. The second most frequent theme, environmental sustainability (F = 95), reflected strong concern for Kazakhstan’s

ecological future, with many expressing a desire to protect nature, pursue environmental careers, or start initiatives to keep the country green and clean. Unity and peace ($F = 87$) also emerged as a key aspiration, as participants envisioned a harmonious, tolerant, and inclusive society where people of diverse ethnic and cultural backgrounds live in mutual understanding. The theme of preservation and promotion of national culture and language ($F = 71$) included hopes of sustaining Kazakh cultural identity through language use, cultural events, and educational initiatives. National prosperity ($F = 68$) captured visions of a modern, successful, and globally respected Kazakhstan, with participants expressing ambitions to support national development in areas such as economics, science, and infrastructure. As in previous domains, a substantial number of responses ($F = 101$) fell under uncertainty and disengagement, reflecting limited clarity or connection to future civic aspirations.

DISCUSSION

This study investigated the civic identity of Kazakhstani adolescents across four domains – cognitive (civic knowledge), affective (civic attitudes and values), behavioral (civic behavior), and motivational (civic motivation) – using both quantitative and qualitative data. The findings showed strong performance in civic values and civic knowledge, while highlighting areas for further development, particularly in civic motivation.

Cognitive domain (civic knowledge)

Civic knowledge, although measured on a different scale, showed strong results, with 75.2% of participants falling into the high-level category. Open-ended responses further demonstrated that adolescents possess solid knowledge of traditions, national symbols, and national identity markers. Compared to international ICCS results (Schulz et al., 2018), this suggests that Kazakhstani adolescents perform relatively well, though direct comparisons should be made cautiously due to methodological differences. One explanation is the strong emphasis on patriotic and civic education in Kazakhstan's school curriculum, which prioritizes historical knowledge and national identity. For example, Khlebnikov et al. (2025) note that Kazakhstani secondary schools highlight national heritage and civic nation formation as central components of civic identity education. Similarly, Zhampeisova (2020) shows that the civic dimension of Kazakhstan's national education system emphasizes civic-patriotic, spiritual-moral, multicultural, and polylingual education aimed at fostering intercultural and interethnic interaction. Together, these findings underscore that well-developed civic knowledge, reinforced through targeted curricula, plays a crucial role in shaping civic identity and preparing adolescents to become active and informed citizens.

Affective domain (civic attitudes and civic values)

Quantitative findings showed that most participants reported moderate levels of emotional connection to their country. Qualitative responses further demonstrated that although many adolescents expressed appreciation, pride, and a sense of unity and belonging, a substantial portion also showed uncertainty or disengagement. These results align with prior research

documenting mixed or moderate emotional attachment among youth. For example, Nusubalieva et al. (2023) found that more than half of surveyed adolescents demonstrated an average level of connection to their country, marked by interest in national affairs but limited strong attachment or active civic participation. At the same time, existing studies highlight the significance of positive dispositions and belonging for youth civic engagement. Metzger et al. (2014), in a study of 467 middle and high school students, reported that attachment and reverence for one's country are linked to civic judgments and participation. Similarly, Torney-Purta et al. (2001) found that about 45% of students "strongly agree" with positively worded items about love for their country and flag, with another 40% agreeing. Regarding civic values, participants demonstrated strong ethical beliefs, including honesty, kindness, fairness, and cultural respect. These quantitative findings were supported by qualitative data in which adolescents frequently used words and phrases expressing emotional warmth, solidarity, and prosocial behavior. This aligns with prior research highlighting the central role of values in civic identity development (Khlebnikov et al., 2025; Myrzakhmetova et al., 2024). Flanagan and Levine (2010) note that adolescence is "a formative period when civic values and political ideologies crystallize" (p. 163), and that engagement with civic issues helps young people identify with and contribute to societal well-being. Taken together, these results highlight the importance of educational and social environments that actively engage adolescents, fostering both a stronger emotional connection and a sense of participatory responsibility toward their country.

Behavioral domain (civic behavior)

Quantitative findings showed that most participants reported moderate levels of civic behavior, such as helping others, preserving culture, and respecting rules. These behaviors indicate active engagement in community life and align with research highlighting the role of civic participation in identity formation. Sagiv et al. (2022), for example, emphasize that civic engagement and community involvement are essential for shaping identity and strengthening adolescents' confidence in their commitments. The qualitative data in this study also echoed themes of environmental care, cultural preservation, and personal responsibility, consistent with prior research. Sloam et al. (2022) claim that environmental issues have become especially important to young people, reflecting rising cosmopolitan values and shifts in political engagement. Research on Kazakhstani high school students similarly shows strong concern for local environmental problems, such as air and water pollution, along with growing ecological awareness in daily life (Sapanova et al., 2023). As Sloam and Henn (2018) note, post-material values – including environmental protection and national identity – have become prominent among youth and often motivate civic participation.

The motivational domain (civic motivation)

Civic motivation emerged as the weakest domain. While some participants expressed ambitious civic goals – such as becoming teachers or scientists, contributing to environmental protection, or preserving national culture and language – others gave vague or indifferent responses. This

gap between belief and motivation suggests a disconnect between adolescents' awareness of societal needs and their willingness to initiate change. This pattern aligns with international findings. For example, Bauml et al. (2022) reported that although adolescents often expressed optimism about making a difference, they also cited peer disengagement as a barrier, using phrases like "it's not my problem," "they don't care," or being "too cool" or "too lazy" to participate. A lack of motivation may also stem from doubts about their ability to influence change, even within school contexts. Prior research shows that civic engagement is strongly linked to youths' perceptions that their actions matter. Fenn et al. (2023) found that when young people feel their civic contributions have an impact, they are more likely to engage and experience higher well-being, whereas doubts can reduce both engagement and motivation. These findings highlight the need to create environments where adolescents feel supported and heard, helping to build the internal motivation required for civic involvement. At the same time, other research shows a different pattern. For example, Frigerio (2025) found that adolescents reported strong intrinsic motivations for civic engagement, such as learning new skills, contributing to community well-being, and fulfilling a moral duty, though these motivations were often limited by time constraints and lack of information. This contrast suggests that Kazakhstani youth may not lack motivation entirely; rather, their willingness to engage civically may depend on accessible and well-supported opportunities.

Finally, the correlation analysis offered insight into how the five components of civic identity relate to one another. The strongest correlations appeared between civic values, civic behavior, and civic motivation, supporting the idea that value orientations and motivation are closely tied to civic engagement. This aligns with Metzger et al. (2018a), who argue that emotional and sociocognitive competencies – such as empathy, prosocial moral reasoning, and future orientation – are essential for civic participation, and that civic experiences can further strengthen civic skills and values, fostering overall civic identity development. In contrast, civic knowledge showed only weak correlations with the other components, suggesting that while awareness of national symbols, civic institutions, and cultural heritage is important, it is not sufficient on its own to develop a fully formed civic identity. Instead, civic identity requires integrating cognitive understanding with affective, behavioral, and motivational dimensions. Knowledge serves as a necessary foundation, enabling citizens to participate actively and responsibly in society (Schulz et al., 2023).

CONCLUSION

This study examined four domains of civic identity – cognitive, affective, behavioral, and motivational – among Kazakhstani adolescents using a mixed-methods approach. Civic values scored highest, indicating strong ethical orientations that were closely linked to civic behavior and motivation. In contrast, civic motivation received the lowest scores, with many respondents expressing vague or disengaged aspirations for the country's future, suggesting a gap between recognizing societal needs and feeling capable of addressing them. Qualitative findings showed

adolescents' commitment to environmental care, cultural preservation, and social responsibility, but also indicated that factual knowledge of national symbols, institutions, and heritage is insufficient for fostering active engagement without emotional investment and a sense of agency.

This study contributes to civic education research by providing an analysis of civic identity among adolescents in Kazakhstan, a context that remains relatively under-studied. It supports the multidimensional model of civic identity proposed by Torney-Purta et al. (2001) and extends it with both quantitative and qualitative evidence. The findings show that although Kazakhstani adolescents exhibit strong moral foundations and solid civic knowledge, greater attention is needed to strengthen their civic motivation. For educators and policymakers, the results highlight the importance of action-oriented civic education that nurtures not only knowledge and values but also purpose and a sense of efficacy. Potential interventions include youth civic engagement programs, youth-led projects, experiential learning opportunities, and public recognition of civic contributions, all of which have been shown to enhance motivation and civic action (Chan et al., 2014; Dobbs et al., 2022; López & Baya, 2025).

While the sample size was adequate, the study is limited to a single country and age group, which may restrict generalizability. The reliance on self-report also introduces the possibility of social desirability bias. Future research should explore civic identity development across different educational environments, social groups, and regions, and comparative studies could clarify how civic identity formation aligns with trends in other countries. Longitudinal and intervention-based research would further help evaluate the motivational domain of civic identity and determine how it can be effectively strengthened through school-based initiatives.

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APPENDIX

Themes, frequency, and examples of open-ended responses

National symbols and nature	85	Mountains, forests, rivers, and clean air. Our nature is rich and beautiful. Astana and the Baiterek tower. Burabay is one of the most beautiful places.
Values and ideals	60	Hospitality and respect for elders. Kazakh culture values unity and generosity. We are freedom-loving and kind people. Our people never leave others in trouble.
History and politics	45	We were a nomadic people with strong traditions. I would tell my friend about our resistance during the Soviet period. Kazakhstan has a long and proud history. That more than 100 nationalities live in our country.

National cuisine and daily life	30	I would tell them about <i>beshbarmak</i> , <i>baursaks</i> , and <i>kumys</i> . We drink tea together as a family. Sharing food is part of our hospitality.
Uncertainty and disengagement	110	I don't know. I don't want to answer. Don't care.
Affective domain (Civic Attitudes)		
Emotional ties	12	I feel proud to be a citizen of my country. I love my homeland; it's where I feel most myself. Family stories about our ancestors make me feel connected to the history of my people
Cultural traditions and rituals	225	Tusau keser (cutting the rope for a child's first steps) Hospitality (Konakzhaylyk) Blessing ceremony (Bata) Bride's farewell (Kyz uzaty) Nauryz celebration I love traditions that unite people Traditional games like Asyk I enjoy the tradition of sprinkling sweets (Shashu)
Family traditions	54	Gathering with parents Drinking tea together on weekends Spending New Year with relatives Playing family games every Sunday Celebrating birthdays as a family
Uncertainty and disengagement	134	I don't know Not interested Don't care I'm not sure Leave me alone Whatever
Affective domain (Civic Values)		
Words reflecting patriotism, pride in homeland, cultural roots, and heritage	46	Unity is our strength. My homeland is important for me All Kazakh words reflect the beauty and depth of my native culture Batyr (a brave hero), as every citizen must be ready to defend the Motherland. "Homeland" is a word filled with warmth and love. It means not just a country, but a place where a person truly feels they belong. I like words the most that convey warmth, kindness, and a connection to traditions, for example: tungan zher – this means

		<p>'native land,' the place where I was born and raised. This word reminds me of home, childhood, and loved ones. It evokes warm feelings and pride in my homeland.</p> <p>I like such words because they are kind and profound. They remind me of family, traditions, and what unites people.</p>
Words emphasizing honesty, respect, kindness, fairness, social harmony	50	<p>He who sows kindness will reap gratitude.</p> <p>I like the Kazakh expression Zhaksy soz - zharym yrys, which means 'A kind word is half of happiness'. It reminds us how important it is to say good things and support others.</p> <p>Harmony and unity bring happiness in any endeavor.</p> <p>Plants grow toward the light, and nations - toward peace.</p> <p>There must be harmony and balance everywhere and always - only then can we achieve a better life</p> <p>I like words that express kindness and respect because they show a warm attitude toward people.</p>
Words describing national language pride	19	<p>A nation that has lost its language is like the dead. This reminds us of the importance of preserving the language.</p> <p>I like hearing words of gratitude and knowing that the younger generation knows and speaks their native language, because I believe it is important for our people.</p>
Words describing family relationships	20	<p>The apple doesn't fall far from the tree. I like this expression because it perfectly describes people who resemble your parents.</p> <p>Mom, Dad, family, Homeland - because these are all my loved ones, and I love my homeland and my family.</p>
Words expressing love, tenderness, care, and closeness	157	<p>I like the word 'zhanyim' in Kazakh because it expresses warm feelings - 'my soul' or 'dear.' It's short, but very sincere and full of care.</p> <p>I like words that praise a person, for example: 'akyldy' (smart), 'ademi' (beautiful), etc. I like them because such words warm the soul.</p>
Uncertainty and disengagement	130	<p>I don't know.</p> <p>IDK.</p> <p>I don't care.</p> <p>Don't ask me about it.</p>
Behavioural domain: Civic Behaviour		
Environmental care	97	We should take care of nature - not litter, and always clean up

		<p>after ourselves.</p> <p>Planting trees and keeping parks clean helps make our country better and more beautiful.</p> <p>We must protect our environment - not to pollute rivers, not to cut down trees.</p> <p>We must try not to waste water and electricity because it is important to save resources for the future.</p> <p>Recycling and sorting trash is important not to harm our ecology.</p>
Preservation of culture and traditions	80	<p>We should be proud of our traditions and share them with others, so that people in the world know about our country and come here.</p> <p>We should speak Kazakh language more often, people in our country must all know it.</p> <p>Visiting historical places and learning about the past helps us understand who we are. Without such an understanding we won't be able to make life better.</p>
Personal responsibility	76	<p>Young people should be responsible and study well.</p> <p>If everyone starts with themselves - being polite, honest, and kind - the whole country will improve.</p> <p>We should help those in need, and avoid harmful behavior like bullying or littering.</p> <p>Taking care of the place where you live or study, of those people who surround you. shows that you care about our country.</p>
Respectful behaviour and cooperation	68	<p>Young people should learn to work in teams, because only when we are together, we can make things better.</p> <p>It's important to be polite and kind to everyone, if people behave in a respectful way to each other, our country will become better.</p> <p>We should respect our elders, teachers, and classmates, and treat everyone fairly.</p>
Participation	65	<p>Young people should volunteer in their communities to help people in need."</p> <p>We can take part in school events that raise awareness about important issues like the environment or culture."</p> <p>I think young people should participate in discussions about how to improve life or our environment.</p>

		<p>We should participate in charity events, helping other people who are in need.</p> <p>Young people can create social media projects to support good causes and educate others.</p>
Uncertainty and disengagement	73	<p>I don't know.</p> <p>I don't care.</p>
Motivational domain: Civic motivation		
Personal contribution to society development	103	<p>I want to become a teacher and help children grow into kind and educated people.</p> <p>My dream is to become a scientist and do something important for our country.</p> <p>I want to help people in need.</p>
Environmental sustainability	95	<p>I want to become an ecologist to protect our land and rivers.</p> <p>My dream is to help make Kazakhstan greener and cleaner for future generations."</p>
Unity and peace	87	<p>I hope Kazakhstan always remains peaceful and united."</p> <p>My dream is that people of different nationalities continue to live together in friendship and understanding.</p> <p>I want to create a project that brings people of different cultures together.</p>
Preservation and promotion of national culture and language	71	<p>I want to try and create cultural projects that promote Kazakh language and heritage.</p>
National prosperity	68	<p>I dream of Kazakhstan becoming a country where everyone wants to live and work.</p> <p>I want to make my country more modern and successful.</p>
Uncertainty and disengagement	101	<p>I don't know.</p> <p>IDK.</p> <p>I don't care.</p> <p>Don't ask me about it.</p>
Note - Translated from participants' responses given in Kazakh or Russian		