

THE INFLUENCE OF DIFFERENT LANGUAGE INSTRUCTION ON THE SELF-
PERCEPTION OF THE STUDENTS IN AZERBAIJAN

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ABSTRACT
**THE INFLUENCE OF DIFFERENT LANGUAGE INSTRUCTION ON THE SELF-
PERCEPTION OF THE STUDENTS IN AZERBAIJAN**

By

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A growing number of the enrollment in the classes where the main language of instruction is Russian has caused tension in society. An ongoing debate in Azerbaijani society revolving around whether Russian-medium is a threat to instilling national values in the students. This study explored the value differences between the students studying in Azerbaijani- and Russian-mediums. The design of the study aligns with quantitative research. A questionnaire as a survey instrument was sent to the participants who study in Azerbaijani- and Russian-mediums in order to collect the data. Cronbach's Alpha of the instrument constituted 0.978 implying high reliability. In order to analyze the data and reveal the statistically significant differences between groups, the Mann-Whitney *U* test was used. The participants studying in Azerbaijani-medium significantly rated themselves higher on the items related to Physical Ability, Self-Regulation, Peace, Co-Operation, Caring, Feeling Valued, etc. On the other hand, the participants studying in Russian-medium scored higher on the items related to Appearance, Reading, Creativity, and Self-Management. Also, both gender- and age-specific differences appeared in each medium. For policymakers, raising awareness about the influence of the schooling of Azerbaijan on Russian-medium students is recommended to promote social cohesion in society.

Table of Contents

ABSTRACT	3
CHAPTER 1: INTRODUCTION	6
CHAPTER 2: LITERATURE REVIEW.....	10
Historical Background.....	10
Previous Studies in the Azerbaijani Context.....	13
Post-Soviet Context	15
Postcolonial Context.....	16
Values	20
Research Paradigm	21
CHAPTER 3: METHODOLOGY.....	22
Research Site	22
Participants and Sampling.....	22
Survey Instrument	23
Reliability and Validity	24
Ethical Considerations of the Research.....	25
Data Collection	25
Data Analysis	26
CHAPTER 4: FINDINGS	28
Gender Differences	37
Gender differences within the Azerbaijani-medium.....	37
Gender Differences within the Russian-medium	39
Age Differences	41
Azerbaijani-medium	41
Russian-medium	43
Differences in the Perception of the Students in Azerbaijani- and Russian-mediums	30
Differences between Boys in the Context of mediums.....	33
CHAPTER 5: DISCUSSION AND FUTURE RESEARCH DIRECTIONS.....	45
Gender.....	45
Azerbaijani-medium	46
Russian-medium	47
Age.....	48

Differences between the Mediums.....	49
Schooling	54
Unexpected Findings	55
Conclusion	56
Limitations	57
Implications and Future Research Directions.....	58
References	60
APPENDIX A	68
APPENDIX B	71
APPENDIX C	73
APPENDIX D	74

CHAPTER 1: INTRODUCTION

The fifteen nation-states gained independence after the collapse of the USSR in 1991, which, in turn, led newly independent states to implement new policies in order to loosen the influence of the past and establish a new economy (Pavlenko, 2009). In fact, Azerbaijan succeeded in transforming the Cyrillic alphabet into the Latin alphabet (Khruslov, 2006). Also, a new Constitution was developed and later ratified in 1995 which resulted in approving Azerbaijani as the single State Language. Despite the major changes that occurred at the state level in the early years of the independence for the purpose of increasing the use of the Azerbaijani language, Russian language used to be considered a more reputable language as an individual was required to acquire certain skills in this language with the hope of advancing in the society (Sadikhova & Abadi, 2000).

Moreover, the language instruction in public education in Azerbaijan is divided into three categories which are Azerbaijani, Russian, and Georgian. Although the language instruction is different in those groups, national curriculum standards approved by the Cabinet of Ministers of the Republic of Azerbaijan are the same for all mediums (Cabinet of Ministers, 2010). Since the topic of this study is based on two mediums, Azerbaijani and Russian, these mediums will be the focus of this study.

According to the annual reports presented by the Ministry of Education of the Republic of Azerbaijan (MoE) within the period of 2018-2020, there has been an upward trend in the overall number of secondary school students in the Russian-medium (MoE, 2018; MoE, 2019; MoE, 2020). The findings of the previous research conducted by Ibrahimova (2019) revealed that parents prefer their children to be taught in the Russian

language because of the environmental factors, future employment, advanced career opportunities, and the effective upbringing styles of the teachers in the Russian-medium.

Although the Constitution of the Republic of Azerbaijan does not restrict the citizens to have an education by freely choosing the language of instruction in educational institutions, the growing figure creates overcrowding in classes with Russian instruction, and a lack of space and personnel does not allow to accept every student for being taught in the Russian language (Orudjaliyeva, 2018). In addition to this, the teachers also encounter challenges while teaching the students since not all students have initial skills in the Russian language because of the lack of use in the family. Therefore, teachers feel obliged to instill basic skills of the Russian language in the student rather than explaining the concepts in Russian (Orudjaliyeva, 2018). By virtue of the issue with the increasing number of students in the aforementioned medium, MoE (2019) adopted a new rule which dictates that five- and six-year-old children's oral language skills must be checked by being interviewed in order to obtain eligibility to study in the Russian-medium, and only those whose language skills are considered acceptable after the interview will be able to apply to take part in the classes with the Russian language instruction.

Apart from that, there is still an ongoing debate revolving around the impact of Russian language instruction on protecting the national interests of the country in Azerbaijani society. The discourse takes its roots from the idea expressed by the individuals on newspapers and social media platforms that is mainly against the right to free education in the Russian language instruction in public education (Orujov, 2018). This was followed by the deputies' speeches in parliament. The ones who are on the side of closing the Russian-medium classes defend their ideas by claiming that the Russian-medium is a

barrier in front of protecting the national heritage of the country and as well as the national spirit. This view is shared even by parliament member representing the opposition party. For instance, Gedirli (2014) stated that closing the Russian-medium schools can make other issues in the country much easier to solve. On the other hand, others oppose this idea as they believe that the Russian language plays a crucial role in terms of establishing productive relations between Azerbaijan and Russia, and also it is the inheritance of the great culture. When it comes to the attitude of the current government of the Republic of Azerbaijan to the idea of Russian language instruction at public secondary schools, the latest declaration indicates a positive stance. On the basis of the Declaration on Allied Interaction between the Republic of Azerbaijan and the Russian Federation signed by the presidents of both countries on February 22, 2022, one of the spheres that was targeted to promote mutually was education which aims to deepen the current ties in the field (President Office, 2022).

Furthermore, the students taught in classes with Azerbaijani instruction are more likely to demonstrate traditional values in their behaviors. As a matter of course, it surely cannot be stated whether paying great attention to traditional norms takes its roots from the different language instruction at schools or from the upbringing style of the family. For instance, “[i]n Russian speaking family mother would never tell her daughter to stand up when her father comes in, this kind of reflection of mentality is peculiar to the traditional Azerbaijani families” (Ibrahimova, 2019, p. 44).

As a matter of fact, there is a gap in the existing literature highlighting how the students themselves actually see themselves in terms of their values in Azerbaijani- and Russian mediums. This fact directed the author to conduct this research with the aim of

finding the students' perceptions of their values. Much has been said about distinguishable values between two mediums by the society, parents (Ibrahimova, 2019), and the author, even though the issue has not been explored by considering students' points of view. Mainly, the author intended to investigate the existing differences related to the values between two mediums, and at the same time explore whether there were gender-specific differences in terms of holding particular values.

Research Questions

Throughout the research, the questions that the author addressed are as follows:

- What are the differences between the students of the two mediums in terms of their perceived values?
- What are gender-specific differences related to the perceived values within each medium?

CHAPTER 2: LITERATURE REVIEW

The existing and relevant literature was reviewed with the determined structure by the author. First and foremost, the author focused on the historical background of the influence of language of instruction to national value formation which takes its roots in the Soviet time to depict the major language policies and their implementation that had a massive influence on Azerbaijanis at the educational level. The second part of the literature review specifically describes the heretofore studies conducted in the Azerbaijani context which are relevant to this research. Later on, the issue was analyzed in a post-soviet context because of the shared historical background. The situation in the postcolonial countries was also examined to identify the current tensions and issues faced by the inhabitants of diverse countries. Last but not least, the definition of the value, and how the values shape a person's perception and influence behavior have been described.

Historical Background

Azerbaijan is a country located in the eastern part of Transcaucasia. The country became first an independent nation in the period of 1918-1920, but later was incorporated into the Union of Soviet Socialist Republics (USSR) until 1991. The USSR is mainly accepted as a country with the longest and the most thorough language planning (Anderson & Silver, 1984). The purpose of the early language policies was to support and develop multilingualism in the nationalities of soviet republics as Lenin and his followers assumed that the diverse national groups would best grasp and accept the new system in this case (Pavlenko, 2008b). This was part of the broad policy which was called *korenizatsiia* (nativization or indigenization) and focused to advance national cultures of different groups, languages, to upbringing the professionals as well as to establish affinity to the Soviet regime (Silova & Palanjian, 2018). Although there was a considerable amount of efforts

made to foster the use of local languages at the level of administration, courts, and schools as well as translation of the world literature into local languages, the results of these initiatives varied across the countries (Pavlenko, 2008b). For instance, in Armenia and Georgia, both of which are located in the Caucasus, the functions of national languages enormously increased owing to native intelligentsias, patriotic movements, and a small number of Russian populations (Martin, 2001; Suny, 1994). In contrast, the republics with Turkic language backgrounds experienced difficulty in terms of the standardization of the language and alphabet Latinization (Edgar, 2004; Fierman, 1991; Smith, 1998). Later on, the doubts began to emerge among the soviet administration that “presiding over 192 languages and potentially 192 bureaucracies was not a very good idea after all” (Slezkine, 1994, p. 445), which triggered language propaganda in order to establish a new appreciation for the Russian language (Pavlenko, 2008b). The decree published in 1935 required all post-soviet countries to transfer Latin alphabets to Cyrillic ones, which led to the facilitation of the Russian language to a great extent (Pavlenko, 2008b). Afterward, the 1938 decree compelled the non-Russian secondary educational institutions to adopt Russian as a second language (Fierman, 1991).

Brown (2013) expresses that Russian as the most commonly used and state language during the USSR still carries significant influence in the policy-making of the post-soviet states today, and the language policy developments in these countries can be accepted as a response to the language policy implemented in the Soviet epoch. In 1992, after gaining independence, the Law on the State Language was adopted by Milli Majlis, which stated during the rule of the Popular Front that the state language of Azerbaijan was “Turkish”. As a result of declaring the state language “Turkish”, the debate among the intelligentsia

started to appear. There were mainly two fronts opposing the declaration of “Turkish” as a state language. One front was on the side of naming the state language Azerbaijani because of the fact that they were Russian-educated intelligentsia with the lack of a common Turkic identity, while another front, in which the liberal intelligentsia was united, supported the name Azerbaijani Turkish (Garibova & Asgarova, 2009). The debate lasted three years with the end of adopting the first post-soviet Constitution in 1995, which accepted the language “Azerbaijani” (Article 21, as cited in Garibova & Asgarova, 2009). After shifting from the Cyrillic to the Latin alphabet, the use of the Russian language in different spheres remarkably decreased (Arefiev, 2006; Khruslov, 2006; Pavlenko 2008a). However, because of the economic difficulties that occurred within the period of 1991-2000, implementing the Latin alphabet countrywide did not meet substantial progress; even though the schools were expected to provide the education in the new script, they faced major difficulties due to the lack of Latin-alphabet books and teaching materials (Garibova & Asgarova, 2009). Luscombe and Kazdal (2014) indicate that the replacement of the instructional language in schools from Russian to Azerbaijani positively affected the status of the national language as literacy in Azerbaijani substantially increased. On the other hand, Pavlenko (2008b) explains that Azerbaijan is considered one of the few post-soviet countries that did not diminish the number of Russian-medium schools after the collapse of the USSR. This can be explained by the fact that even though the issue related to the lack of books and teaching materials in the Latin alphabet was solved, this was followed by the low quality of resources, such as misspelling of the words, inadequate terminology, inaccurate translation (Garibova & Asgarova, 2009). In contrast, since these issues did not exist in Russian-

medium schools, the parents tended to enroll their children in this type of school (Isgandarov, 2000).

Previous Studies in the Azerbaijani Context

Several studies have been conducted in the field of language instruction in different language medium schools in Azerbaijan. One study specifically focused on multilingualism in the higher educational institutions of Azerbaijan.

Luscombe and Kazdal (2014) examined the impact of language instruction in three types of schools, Azerbaijani-medium, Russian-medium, and English-medium, on linguistic identity, which also has implications for national identity. According to the findings of the study, the students taking part in English-medium classes do not tend to construct specific identities as English speakers in the future international arena. When it comes to the Russian-medium students, “just over a quarter of Russian-medium students identify with Russian-speaking Azerbaijanis, with more identifying with a bilingual Azerbaijani-Russian identity” (p. 1031). In addition to this, the students studying in Russian-medium schools are less likely to show interest in social groups or other communities with the members of Russian speakers. They also show more pride in the Azerbaijani-speaking group than in the Russian-speaking group (p. 1031). In contrast to the broadly spread existing propensity about Russian medium classes in society, especially among the individuals who oppose offering education in Russian language instruction, the results of the aforementioned study indicate the opposite stance.

Another study conducted by Karimova (2017) aimed to analyze the foreign languages commonly used in the higher educational institutions of Azerbaijan, such as English and Russian, in terms of assessing which foreign language is the most favored one.

The target population of the research was 301 students from two different private tertiary educational institutions, Khazar University and Qafqaz University. The findings of the study suggest that the most preferred language is considered English among the students, and bilingual students (speaking in both Azeri and Russian) are more competent in English compared to monolingual students.

Ibrahimova (2019) investigated the factors behind the growing enrollment in Russian-medium classes. The parents of the students attending the lessons in Russian-medium classes were involved in Focus Group Discussion in which the broad questions were brought into discussion for the purpose of understanding the proclivity of the increasing number of the students in registering Russian-medium schools. With regard to the findings of the research, the parents prefer to enroll their children for the following reasons: mastering the Russian language offers better education, employment, and career opportunities; either acquiring a high quality of education or being bilingual brings positive consequences, such as better behavior, skills, and knowledge, for the students studying in Russian-medium classes; the teachers of the Azerbaijani-medium schools demonstrate the authoritarian and conservative approach in the classes; the challenges, such as the lack of resources in Azerbaijani, fewer job opportunities, and the sense of non-acceptance by the Russian speaking community the parents encountered during their youth because of studying in Azerbaijani-medium schools which triggers them to enroll their children in Russian-medium classes.

Abizada and Seyidova (2021) conducted research with the aim of finding out whether the achievement gap exists between the students coming from the family where the commonly used language is Russian and those who mainly use the Azerbaijani language in

the family environment. They surveyed the students studying in Grade 7 and Grade 10 in Russian-medium classes. Regarding the results of the study, in comparison with the students whose home language is Russian, the students who speak Azerbaijani at home encounter difficulties especially in Russian Literature classes because of the fact that the works written by the Russian classical authors contain rich vocabulary, which makes it hard to read and grasp for the readers whose mother tongue is not Russian. This tendency occurs among the Grade 7 students. Interestingly, when these students get to the upper-secondary level of the school, the challenges disappear. Nevertheless, not merely their research is unable to offer possible reasons for how this tendency occurs but also, the participants of the research study in different grades. Thus, it is in the question that whether it is appropriate to come to a conclusion about the disappearance of the challenges of Grade 7 pupils in the future by analyzing the responses of Grade 10 students.

Post-Soviet Context

Another country in which the Russian language still shows its influence is Kazakhstan located in Central Asia. Kazakhstan has implemented fewer programs on nation-building in order to build pride in Kazakh identity (O Beachain & Kevlihan, 2013). To illustrate, the Russian language is still considered an official language “used on equal grounds along with the Kazakh language” (Constitution of Kazakhstan, Article 7.2). Also, the Russian speakers are more educated and inhabit the urbanistic areas even in the case of ethnic Kazakhs (Cheskin & Kachuyevski, 2019). Not only Russian language has greater status as an official language, but also plays important role in international communication as well as social and humanitarian functions (Aksholakova & Ismailova, 2012). According to Fierman (2006), the majority of urban ethnic Kazakhs had studied in schools with

Russian instruction, and they are more likely to enroll their children in Russian-medium classes, although Kazakhs perceive mixed schools as an issue, since the students' communication is established in Russian language but not Kazakh even outside the class hours. However, the parents are still less likely to prefer their children to get an education in Kazakh-medium classes. One important reason behind this phenomenon is that job opportunities offered in rural areas require mainly the Russian language as a competence. Another reason is the perceived quality of the Kazakh-language textbooks that are used at the general education level, which is low. Also, there is either a serious problem with the teacher shortage in rural Kazakh-medium schools, or the novice teachers from the rural areas are not accepted as competent and well-prepared. Just as importantly, the educators teaching in Kazakh-medium classes are considered more conservative and autocratic by the parents.

Postcolonial Context

In addition to the above-mentioned points, taking the major historical events into account, such as colonization that affected different nations with regard to the identity formation as a result of the language policies, several studies can be considered relevant to the purpose of this study, since the diverse societies from different post-colonial countries also reveal concerns related to the loss of identity by virtue of acquiring education in another language rather than the mother tongue.

The dominant role of the English language in postcolonial countries resulted in the undervaluing and underdevelopment of the local languages (Milligan & Tikly, 2016). The debate revolving around the issue divides the individuals into two opposite groups. On the one hand, the majority of the policy-makers approach the use of English from the

instrumentalist view, which mainly emphasizes that the increasing use of the English language leads to economic growth in post-colonial countries (Milligan & Tikly, 2016). Interestingly, most of the parents also share the same view, that is, they tend to enroll their children in English-medium schools as they believe that it will be beneficial for their children in terms of actively participating in the labor market (Tembe & Norton, 2011). On the other hand, the supporters of the opposite view touch upon the significance of schooling in mother tongue as a human right (Benson & Kosonen, 2013).

Apart from the debate, Canagarajah's (1993) research on English and identity among Tamil students studying at the University of Jaffna draws a clear picture of the issue encountered in post-colonial countries related to the loss of identity. According to the study, the students perceive English classes as a threat to their national culture in the sense that these lessons mainly possess the Western cultural values rather than teaching grammatical rules. This tendency also occurred among the Tanzanian secondary school graduates, as they are conscious of the negative influence of being instructed in English on the culture (Vavrus, 2002). One thing that makes the case of Tanzanian secondary school graduates distinct is that these individuals are also aware of the possible future benefits of using the English language in establishing successful career life as well as the potential opportunities of studying abroad. These factors describe the existing complex, contradictory relationship between language and identity in the Tanzanian youth (Vavrus, 2002). Here it must be stated that the future benefits in the labor market surpass the concern for the preservation of the national values among the Tanzanian students.

Aside from English as a language carrying importance in postcolonial countries, the French language has also played a significant role in the postcolonial schools. Hulstaert

(2018) investigated how former pupils of an elitist school, Congo-Kinshasa perceive the role of French at school. In the study, 23 former students of an elitist school were interviewed orally based on their memories from the previous school times. Among the research participants, some former pupils revealed concern in regard to the negative effect of the French language in growing up as an individual with a national identity. For instance, one of the respondents relates it with the loss of language, that is, this person is more fluent in French rather than his national African language. Thus, from his perspective, a loss of a language was perceived as a loss of identity. However, one thing must be stated that, even in the case of these few participants, they were less likely to enroll their own children in classes with different language instruction rather than French. This is an exemplar of the prevalence of practical benefits of the language over the loss of identity.

The analysis of the existing literature thus far has outlined that Azerbaijan as a part of the USSR had been exposed to various language policies adopted by the Soviet administration intending to facilitate the Russian language. As a result of the related decrees, when Azerbaijan declared independence after the fall of the USSR, the education system faced serious barriers in front of promoting quality education, establishing its own national education neutral from Soviet ideology, and serving a newly-established nation state, which consecutively triggered parents to enroll their children in Russian schools (Garibova & Asgarova, 2009). Although much has been done as a means to overcome these issues, one of the factors behind the growing enrollment rate in Russian-medium classes is the assumption of the parents that the students in this type of classroom are provided with a high-quality education (Ibrahimova, 2019). It is important to note, furthermore, that there are similarities between an upward trend in the enrollment rate in Russian-medium classes

between Azerbaijan and Kazakhstan (Fierman, 2006). Nonetheless, the students whose home language is not Russian experience challenges in particular subjects in the lower grades although this issue vanishes when they get to the upper secondary education level (Abizada & Seyidova, 2021). Furthermore, two different studies (Karimova 2017; Ibrahimova, 2019) revealed that bilingual students are considered competent in comparison with monolingual ones. One study analyzed the students' linguistic identity in different medium schools (Luscombe & Kazdal, 2014), but still, whether the students studying in the classes with the different language instructions differ from each other with regard to the social values which creates tension in society has not been explored yet in Azerbaijan.

In addition to this, the fundamental problem of the debate and discourse that turns around the impact of language instruction that differs from the mother tongue in postcolonial countries depicts two contradictory arguments. From the perspective of instrumentalists, English as a highly used language in an international arena can bring positive economic consequences, whilst others oppose this idea as they put great emphasis on acquiring education in the native language from the human rights aspect (Hulstaert, 2018). Three different studies in the international context disclose the findings that are directly related to the purpose of this study (Canagarajah, 1993; Vavrus, 2002; Hulstaert 2018). Indeed, the results indicate that schooling in a different language plays a role as a barrier for the students to fully feel the national identity of their countries. Thus, the idea of acquiring a different language has an influence on the values of a person. However, the issue still does not impel the participants of one of the studies to enroll their own children in their first language.

Analysis of both local and international studies presented in this paper allows us to claim that although the values of the diverse nationalities apparently vary and the impact of the epochs of USSR and Colonization probably differ among both previously mentioned post-soviet and postcolonial countries, there is a shared perception that acquiring education in a different language leads to better employment opportunities in the future. The studies conducted in the postcolonial context partly shed light on the impact of different language instruction on the value differences between the students. On the other hand, in the Azerbaijani context, there is a lack of studies that have focused on the value differences between the students studying in different mediums, which is the main purpose of this study.

Values

In the widest possible sense, human beings value the things, qualities, and behavior of others (Haydon, 2006). “Values are not personal preferences based on taste; they are judgments based on more or less explicit and systematic ideas about how a person relates to his/her environment” (Veugelers & Vedder, 2003).

The value theory developed by Schwartz (1992; 2006) conceptualizes six foremost characteristics which are as follows:

- “Values are beliefs;
- Values refer to desirable goals
- Values transcend specific actions and situations
- Values serve as standard or criteria
- Values are ordered by importance

- The *relative* importance of multiple values guides action” (as cited in Schwartz, 2012, pp. 3-4.)

The values can be categorized as traditional and modern values as well. “Traditional values stress collectivism, submissive self-restriction, preservation of traditional practices, protection, and stability. Modern values represent motivations to pursue one’s own success and dominance over others or gratification for oneself.” (Maercker et al., 2009).

In education, moral values, such as solidarity and justice, and also, the values like order and structure which regulates the behavior, the development of personal discipline and autonomy, and at the same time sense of empathy toward others and acceptance of criticism, all are considered important values to be instilled in the students (Veugelers & Vedder, 2003).

Research Paradigm

Guba and Lincoln (1996) indicate that research paradigms formulate initial viewpoints about reality and the way it can be identified. As the aim of this study is to reveal the differences existing in the perception of secondary school students, the research questions fall under the Positivist paradigm. “Ontologically, positivists believe that we do not make the world; the world is a given, and we find the meanings which are already inherent in reality” (Sipe & Constable, 1996, p. 154). As an investigation strategy, positivism is based on the idea that the truth and reality exist without being dependent on the observer (Aliyu et al., 2014). One of the mostly used methodologies by positivists in research is quantitative analysis (Ryan & Julia, 2007).

CHAPTER 3: METHODOLOGY

The design of the research is considered a survey research design which is popular in the education sphere (Creswell, 2012). In a quantitative study, the survey design allows the researcher to get insights into the individual opinions by describing the tendencies in the data (Creswell, 2012).

Research Site

The research was conducted in public secondary schools in Baku city. The sampling method is described in the next section of the paper in detail.

When choosing the research site, the accessibility to the school administration, the availability of the targeted population, and the possibility of collecting data through surveys have been taken into consideration. Since the purpose of this study was to determine students' perspectives from different mediums, the idea of selecting research participants from diverse schools served this aim better.

Participants and Sampling

The research participants are considered the students studying from grade 7th to grade 11th in Azerbaijani- and Russian mediums.

Sampling

One of the methods of purposeful sampling, maximal variation sampling was utilized to select the schools which had diverse characteristics (Creswell, 2012). In order for selecting schools from the target population, the schools were chosen in accordance with their "status" in society. In view of the fact that there are so-called elite schools that have a high reputation in Baku, collecting data from those schools as well as the schools that are located in disadvantaged areas will possibly offer different insights into the topic on the basis of the different socio-economic background. It also probably served the heterogeneity

of the data as the respondents did not share the same background. In addition to this, the previous research conducted by Ibrahimova (2019) also revealed that the choice of language instruction is related to the perceived status of the language in society. Thus, this is another rationale for choosing two different schools regarding their locations with the different socio-economic status of the students' families.

With regard to selecting participants for the survey, the research respondents voluntarily participated in the study. The students studying from grade 7 to grade 11 participated in the survey.

Survey Instrument

The instrument that was utilized to collect data was developed by Fyffe and Hay (2021).

Table 1

List of the dimensions and related sub-dimensions

Dimensions	Sub-Dimensions
Self-Concept	Physical Ability, Appearance, Reading, Mathematics, Spelling, School, Self Esteem, Parent Relations, Peer Relations
Behavior	Bullying, Playing by the Rules, Self-Regulation, Self-Efficacy
Healthy Life	Creativity, Health
Social	Tolerance, Encouragement, Communication, Problem-Solving
School Climate	Safety, Civic Behavior, Peace, Connectedness, Caring, Feeling Valued
Emotional Intelligence	Self-Awareness, Self-Management, Motivation, Emotions, Social Competence
World View	Empathy, Justice

The authors designed the children values questionnaire (CVQ) after thoroughly reviewing the existing literature (Appendix A). Mainly, the questionnaire consists of 95 items which are divided into the dimensions and sub-dimensions. These items are constructed on the basis of six different values framing programs. Table 1 shows dimensions and related sub-dimensions that the questionnaire is built upon.

Reliability and Validity

The questionnaire that was used in the study was developed by Fyffe and Hay (2021). The authors measured the reliability and validity of the questionnaire through using the Cronbach alpha coefficient and considering test-retest of the instrument. The author still conducted a pilot test before starting actual research in order to increase the accuracy of the instrument by making changes in accordance with the feedback from a limited number of the individuals who responded to all questions on the questionnaire (Creswell, 2012). There were two items that inhibited the accuracy of the instrument in Russian language addressed by the respondents that participated in pilot testing. The feedback was thoroughly examined, and the changes were made in order to avoid possible confusion among the future respondents. In addition, because of the fact that the questionnaire was translated to the Azerbaijani and Russian languages, the reliability statistics were again taken into account on SPSS after translating the items of the instrument.

Table 2

Cronbach's Alpha for the Survey Instrument

<i>Reliability Statistics</i>	
Cronbach's Alpha	N of Items
0,978	95

Table 2 describes the value of Cronbach's Alpha. As is seen from Table 2, Cronbach's Alpha for 95 items on the questionnaire comprised of 0.978 implying high reliability of the instrument.

Ethical Considerations of the Research

Ethical considerations in the research “help to ensure that researchers can be held accountable to the public” (Gajjar, 2013, p. 9). By responding to the survey, participants shared their own vision, beliefs, and attitudes. Because of that, the names of the schools in which the respondents currently continue their studies were kept confidential. Also, for the purpose of ensuring that the research was conducted in accordance with the ethical norms, the participants were provided with the informed consent in advance (Iphofen, 2009). The informed consent was shared with the students and parents that explains the aim and benefits of the research, and the possibility of withdrawal of the participation at any time.

Data Collection

In order to use the aforementioned survey instrument for this research, the authors of the instrument were contacted via email. After receiving their confirmation, the author started the translation process of the instrument with the guidance of the supervisor. After receiving permission letters from Baku city Educational Department and Ministry of Education allowing to conduct the research at the chosen schools, the author contacted the principals of the school to discuss the further steps. The two principals suggested to disseminate the links of the electronic survey via WhatsApp mobile messenger application, as both of them mentioned that all classes have private WhatsApp groups to which parents are connected.

According to Creswell (2012), surveys enable researchers to identify significant beliefs and attitudes of the people, which is relevant to the purpose of the study, since it is paid great attention to what the individuals studying in different medium classes perceive themselves based on their values.

Data Analysis

The collected data was entered into SPSS in order to start the analysis. While preparing and organizing the data for further analysis, the following steps were considered:

- Scoring the data and creating codebook
- Define the types of the scores
- Input the data into the software to start the analysis
- Clear the data (Creswell, 2012).

As the participants responded the items on the survey instrument through Likert-scale, the researcher assigned the scores to each response statement for each item on the instrument. Response categories consisted of:

- Strongly agree
- Agree
- Neutral / I do not know
- Disagree
- Strongly disagree

The numeric scores that were assigned to the responses were: 1 = strongly disagree, 2 = disagree, 3 = neutral / I do not know, 4 = agree, 5 = strongly agree. Thus, on the basis of these assigned scores, the responses of the students received the above-mentioned numbers.

For instance, the student who checked “Strongly agree” acquired a score of 5. As a matter of course, the consistency of scoring each item through the same way were given great importance. For categorical variables, such as gender, medium, the numbers of 1 and 2 were assigned to the categories. For the purpose of increasing the accuracy, the process was aided by creating codebook in which the variables were assigned to the scores and numbers. Furthermore, in this study, all participants had individual scores for each item. That created an opportunity to see each participant’s response to each item on the survey instrument. The statistical program that was used to analyze the data was Statistical Package for the Social Sciences (SPSS). Since the data was collected through online survey, the responses were downloaded and entered into the mentioned program. It is important to provide information about the ways of handling missing data for ethical purposes (George & Mallery, 2001). After the data was entered into the software, the thorough examination was done to find out whether there were missing data among the responses. In Azerbaijani medium, overall, 3 participants responded with may missing items, which were excluded from the data. After organizing the data, the analysis was conducted to address the research questions. Through inferential statistics, two mediums and at the same time two groups (boys and girls) within each medium were compared on the independent variables which were medium and gender in accordance with the dependent variables which were the items on the questionnaire. In order to compare the groups which was the aim of this study, the Mann Whitney U test was utilized. Man Whitney U test allows the researcher to determine whether there is statistically significant differences between the groups on the dependent variables (McKnight & Najab, 2010; MacFarland & Yates, 2016).

CHAPTER 4: FINDINGS

Figure 1 presented below indicates an overall number of students studying in both schools. According to the graph, the overall number of students studying in Russian-medium is more than the students studying in Azerbaijani-medium in each grade.

Figure 1

The Number of the Students Studying in Both mediums

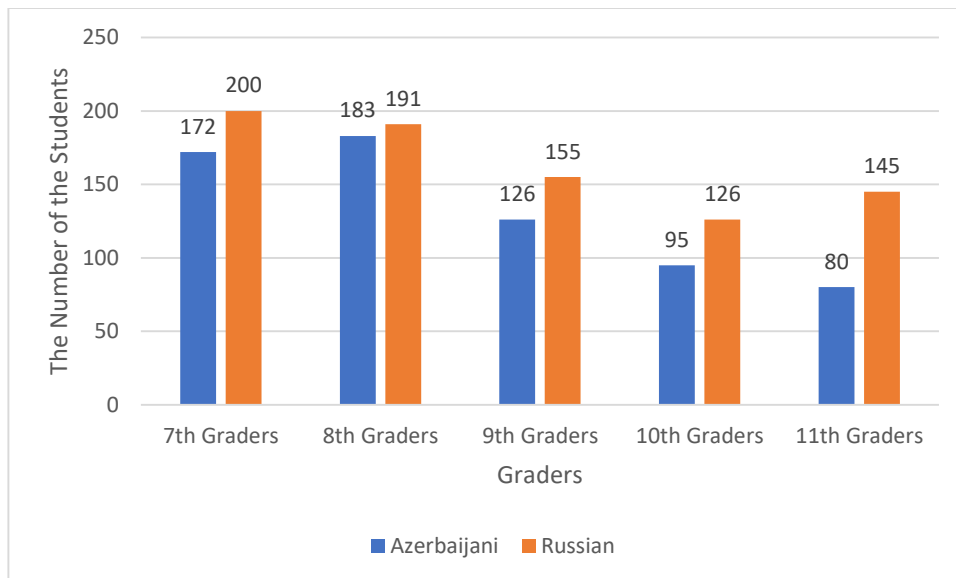
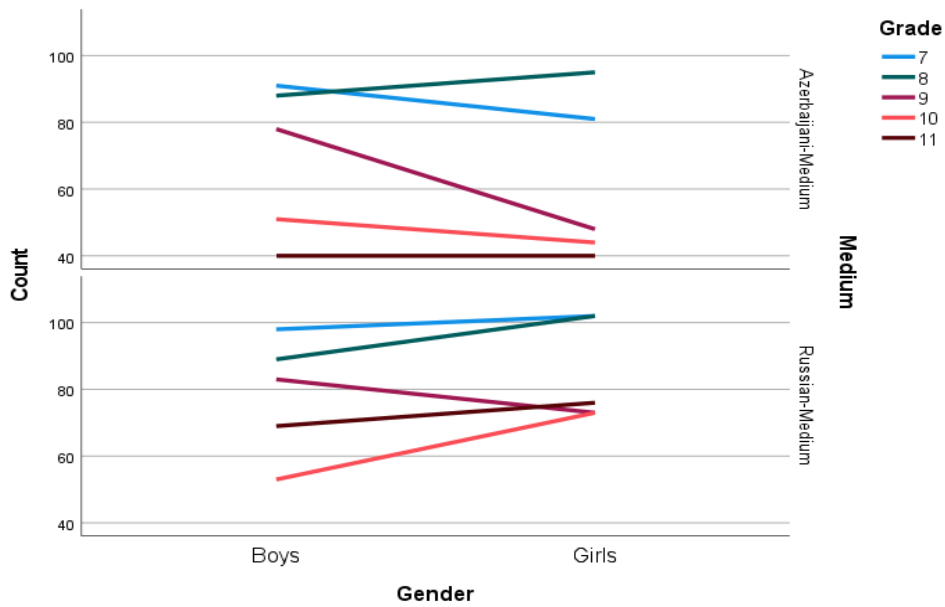


Figure 2 indicates the number of students with different ages who participated in different mediums. The category axis is gender. In Azerbaijani-medium, it seems that the number of boys is more than the girls in grade 7, 9, and 10 while the opposite trend is observed in Grade 8. The number of 11th graders is distributed equally with respect to gender.

Looking at the upward trend lines in Russian-medium, it can be seen that the number of girls is more than the number of boys in all grades except Grade 9.

Figure 2

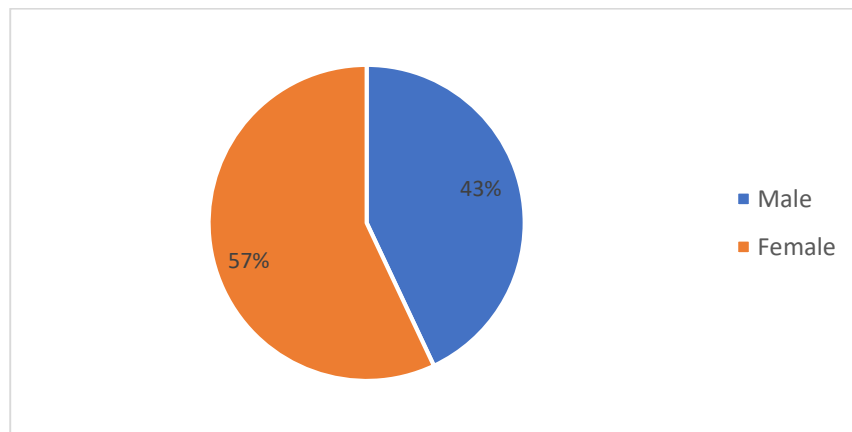
The Number of the Students with Various Ages Studying in Different mediums Regarding the Age Category



Overall, from the Russian-medium, the number of all respondents accounted for 214. The number of the female students who took part in answering the survey questions consisted of 121 whereas the indicator for the male students constituted 93. Figure 2 displayed below describes those figures in percentage.

Figure 3

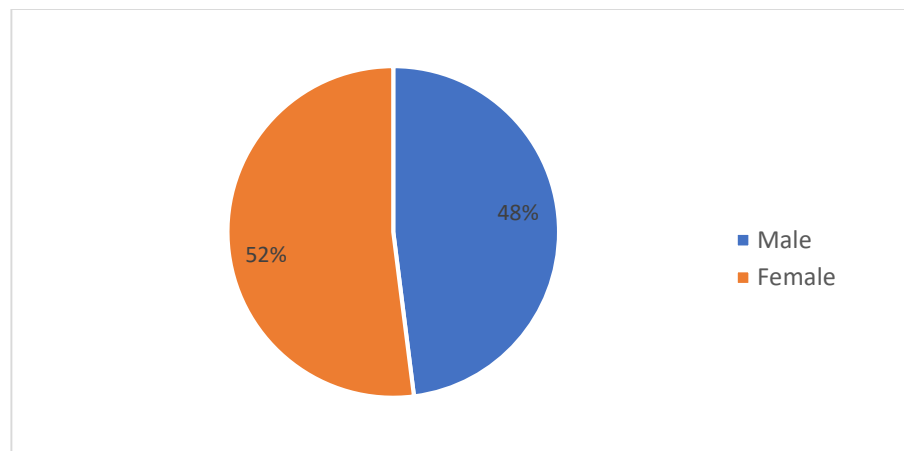
The percentage of the participants from the Russian-medium regarding their genders



In comparison with the Russian-medium, the number of respondents from the Azerbaijani-medium was lower, comprising 105. This may be explained by the fact that there were more students in Russian-medium than Azerbaijani-medium at research sites. The number of the female students constituted 55 whilst this indicator for the male students made up 50. Figure 4 depicted below indicates the percentage of the participants for both genders.

Figure 4

The percentage of the participants from Azerbaijani-medium regarding their genders



Differences in the Perception of the Students in Azerbaijani- and Russian-mediums

In this part of the paper, the students' values were investigated through their perceptions. First and foremost, general differences between the mediums were planned to be depicted which would be followed by the analysis of the differences in the context of the boys and girls respectively.

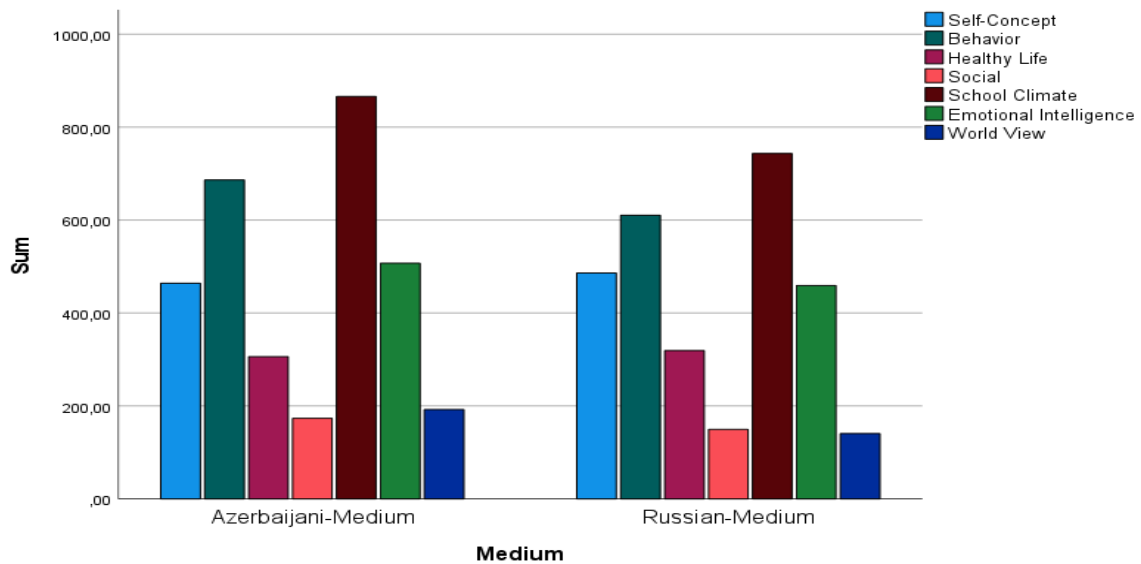
General Differences between the mediums

A Mann-Whitney U test was conducted for the purpose of finding whether there is a significant difference between the perception of values of the students from two different

mediums. Figure 9 presented below shows the sum of the mean ranks for each dimension comparatively.

Figure 9

The Sum of Scores for Each Dimension in both mediums



Overall, out of the 95 items, 22 items produced statistically significant differences between the mediums (Table 7).

Table 7

Test Statistics of Items Resulted in Significant Differences between Azerbaijani- and Russian-mediums

<i>Test Statistics^a</i>				
	Mann-Whitney U	Wilcoxon W	Z	Asymp. Sig. (2-tailed)
I can throw a small ball a long way	9018,000	32889,000	-2,593	,010
I think cheating is wrong	9099,500	32535,500	-2,408	,016
I follow class rules	9329,000	32982,000	-2,124	,034

I like to share my things with others at school	7323,000	30759,000	-4,792	<,001
When I am an adult, I will not smoke	9249,000	33120,000	-2,120	,034
If I have a problem, I talk to a teacher	8929,000	32149,000	-2,231	,026
I feel peaceful in my classroom	9149,000	32369,000	-1,964	,050
I do my share of work in the group	8738,000	31316,000	-2,460	,014
Others do their share of work in the group	8339,000	31559,000	-2,728	,006
I care for others in need	8665,500	32318,500	-2,238	,025
My efforts are appreciated	8852,500	32288,500	-2,417	,016
I look forward to growing up	8271,500	32361,500	-3,084	,002
I feel for others who are worse off than me	7931,000	31584,000	-3,682	<,001
I care for people who look different	6938,000	30374,000	-4,881	<,001
I am good looking	9141,000	14091,000	-2,522	,012
I am good at reading	9302,000	14352,000	-2,211	,027
I do not get angry if I lose	9343,000	14494,000	-2,058	,040
Doing art is important to me	8188,000	13039,000	-3,176	,001
I know how to control my temper	8988,500	13741,500	-2,257	,024

a. Grouping Variable: medium

The dimensions and the sub-dimensions of the above-mentioned items with statistically significant differences are as follows respectively: Self-Concept (Physical Ability), Behavior (Playing by the Rules, Self-Regulation), Healthy Life (Health), Social (Problem Solving), School Climate (Peace; Co-Operation; Caring, Feeling Valued), World View (Empathy), Emotional Intelligence (Motivation, Social Competence).

On the other hand, the students from Russian-medium rated themselves significantly higher compared to the Azerbaijani-medium in the dimensions of Self-Concept (Appearance, Reading), Behavior (Playing by the Rules), Healthy Life (Creativity), Emotional Intelligence (Self-Management).

The mean ranks of the specific items by medium are presented in Appendix D.

Differences between Boys in the Context of mediums

This part of the paper is to describe the major differences between the boys in two different mediums. Figure 10 depicts the significantly higher-rated dimensions by the boys with regard to the belonging medium. Especially, it indicates the comparative analysis of the differences between the boys studying in Azerbaijani- and Russian-mediums. The scores are calculated based on the sum of the mean ranks for each dimension.

Figure 10

The Sum of Scores for Each Dimension indicating the Differences between the Boys Studying in Different mediums

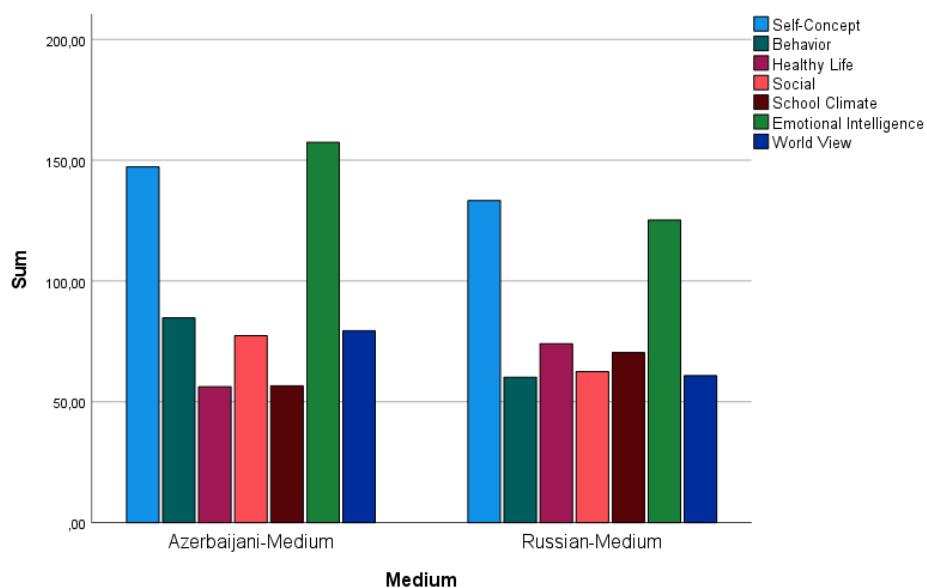


Table 8 provides information about the items that produced statistically significant differences between the boys studying in different mediums.

Table 8

The Items Resulted in Significant Differences between the Boys of Different mediums

<i>Test Statistics^a</i>				
	Mann-Whitney U	Wilcoxon W	Z	Asymp. Sig. (2-tailed)
I am good looking	1565,000	2646,000	-2,511	,012
I am popular	1139,000	5325,000	-4,441	<,001
I like to share my things with others at school	1322,500	5417,500	-3,569	<,001
Doing art is important to me	1507,500	2588,500	-2,567	,010
If I have a problem, I talk to my friends	1558,500	5563,500	-2,148	,032
I help if someone is hurt	1579,000	5674,000	-2,200	,028
I feel for others who are worse off than me	1505,500	5600,500	-2,555	,011
I care for people who look different	1410,000	5415,000	-2,728	,006
Teachers trust me to do a job (task)	1475,500	2378,500	-1,997	,046

a. Grouping Variable: medium

The items that the boys studying in Azerbaijani-medium had higher scores were in the dimensions of Self-Concept (Peer Relationship), Behavior (Self-Regulation), Social (Problem Solving), Emotional Intelligence (Motivation, Social Competence), World View (Empathy).

In relation to the boys studying in Russian-medium, the items with the higher scores belonged to the dimensions of Self-Concept (Appearance), Healthy Life (Creativity), School Climate (Civic Behavior).

The mean ranks of the items for each medium are illustrated in Appendix D.

Differences between Girls in the Context of mediums

Overall, 23 items resulted in significant differences between girls. It should be stated that the number of items with the statistical differences was greater compared to boys. Figure 11 presented below depicts the sum of mean ranks of the item which resulted in statistically significant differences with respect to the belonging dimension.

Figure 11

The Sum of Scores for Each Dimension indicating the Differences between the Girls Studying in Different mediums

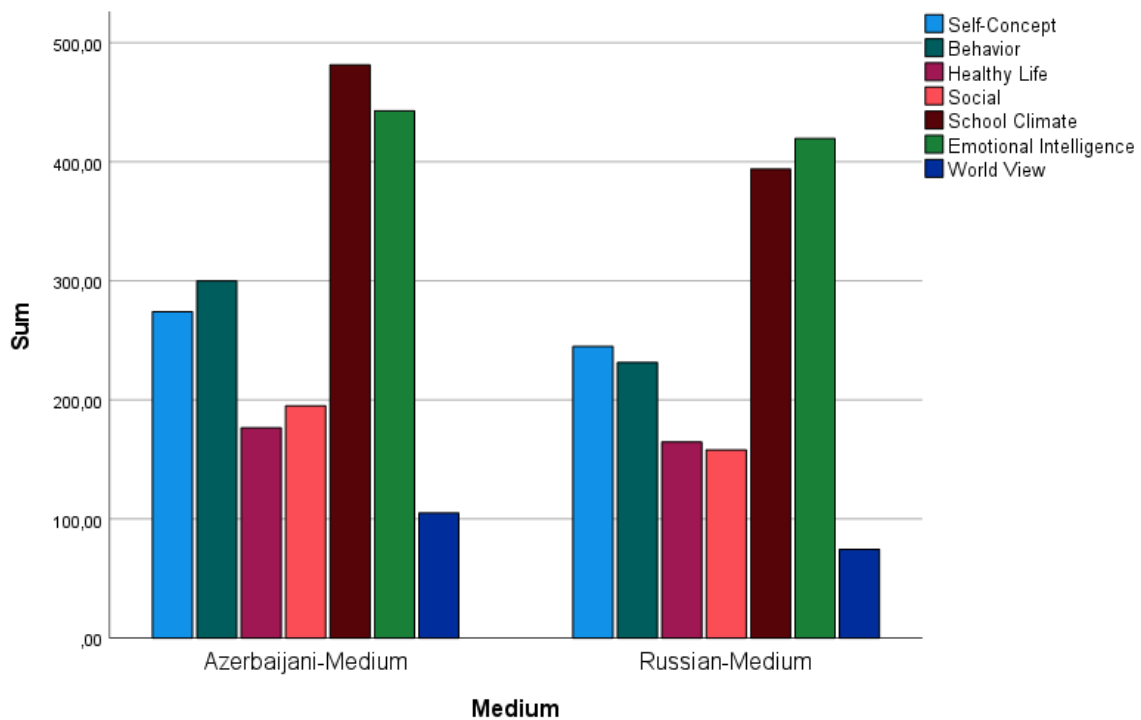


Table 9 illustrates the items in which the statistical differences between the girls studying in different mediums occurred. The higher scores in Azerbaijani-medium emerged in the dimensions of Self-Concept (Physical Ability, Peer Relationship), Behavior

(Bullying, Playing by the Rules, Self-Regulation), Healthy Life (Health), Social (Tolerance, Problem Solving), School Climate (Safety, Peace, Co-operation, Feeling Valued), Emotional Intelligence (Self-Management, Motivation, Social Competence), World View (Empathy).

Table 9

The Items Resulted in Significant Differences between the Girls Studying in Different mediums

<i>Test Statistics^a</i>				
	Mann-Whitney U	Wilcoxon W	Z	Asymp. Sig. (2-tailed)
I can throw a small ball a long way	2594,000	9380,000	-2,094	,036
I am good at reading	2271,000	3756,000	-2,910	,004
I am popular	1754,500	8424,500	-4,385	<,001
I do not boss other children	2317,000	8872,000	-2,767	,006
I think cheating is wrong	2296,000	8851,000	-2,835	,005
I like to share my things with others at school	2114,500	8669,500	-3,419	<,001
Doing art is important to me	2354,000	3732,000	-2,107	,035
When I am an adult, I will not smoke	2090,000	8876,000	-3,848	<,001
Speaking a different language is good	2516,000	9186,000	-2,303	,021
If I have a problem, I talk to a teacher	2355,500	8910,500	-2,699	,007
I know what to do to keep myself safe	2464,500	9019,500	-2,223	,026
I feel peaceful in my classroom	2429,500	8984,500	-2,321	,020
I do my share of work in the group	2488,500	8816,500	-2,039	,041
Others do their share of work in the group	2362,000	8917,000	-2,555	,011
My efforts are appreciated	2411,000	9081,000	-2,445	,014

When people upset me, I get over it	2537,000	9558,000	-2,056	,040
I know how to control my temper	2417,500	3795,500	-2,262	,024
I look forward to growing up	2265,500	9405,500	-2,678	,007
I can express my anger without hurting people	2512,500	3997,500	-2,059	,039
I feel for others who are worse off than me	2308,500	9094,500	-2,574	,010
I care for people who look different	1895,000	8565,000	-3,991	<,001

a. Grouping Variable: medium

On the other hand, the items Russian-medium scored higher in the dimensions of Self-Concept (Reading), Healthy Life (Creativity), and Emotional Intelligence (Self-Management, Emotions).

The mean ranks of the items for each medium are illustrated in Appendix D.

Gender Differences

This part of the paper aimed to examine the value rates based on gender differences within the mediums separately. Only the items of the questionnaire that resulted in statistically significant differences were presented.

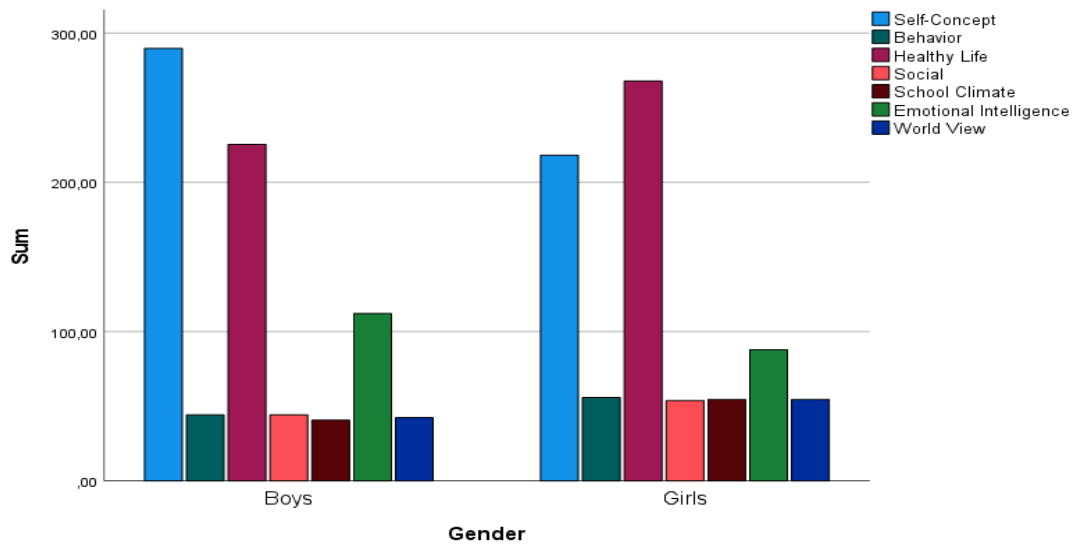
Gender differences within the Azerbaijani-medium

For the purpose of comparing two different groups, boys and girls, within the sample, the Mann Whitney U test was utilized again. In Azerbaijani-medium, of 95 items, 16 items provided statistically significant results. Figure 5 presented below comparatively describes the sum of the mean ranks of the items with regard to the belonging dimension for the gender category (boys and girls).

Figure 5

The Sum of the Mean Ranks of the Items with Respect to Belonging Dimensions for Gender

Category



As is seen in Table 3, 16 items depicted significant gender differences with the boys rating themselves significantly higher than the girls on 8 items. The boys mainly rated themselves higher in the dimensions of Self-Concept (Physical Ability, Parent Relationship, Peer Relationship), Healthy Life (Health), and Emotional Intelligence (Self-Management, Emotions).

Table 3

Specific Items Resulted in Statistically Significant Differences between the Boys and Girls

<i>Test Statistics^a</i>				
	Mann-Whitney U	Wilcoxon W	Z	Asymp. Sig. (2-tailed)
I can run a long way	904,500	2389,500	-2,707	,007
I can throw a small ball a long way	959,000	2499,000	-2,082	,037
I get on well with my parent(s)	841,000	2272,000	-2,727	,006
I join in with other children	951,500	2382,500	-1,978	,048

I make friends with boys	739,500	2117,500	-3,585	<,001
Playing sport is important to me	840,500	2325,500	-2,610	,009
I know how to control my temper	880,500	2258,500	-2,143	,032
I can express my anger without hurting people	914,500	2399,500	-2,168	,030
I do not boss other children	953,500	2034,500	-2,129	,033
Doing art is important to me	791,000	1872,000	-2,950	,003
Doing music is important to me	936,000	1926,000	-1,980	,048
Doing dance is important to me	809,500	1844,500	-2,929	,003
When I am an adult, I will not smoke	885,500	1875,500	-2,575	,010
Speaking a different language is good	956,500	1946,500	-1,970	,049
Teachers trust me to do a job (task)	805,500	1708,500	-2,498	,012
I get upset when I see someone from another country being made fun of	872,500	1862,500	-2,226	,026

a. Grouping Variable: Gender

The mean ranks of the items by gender are shown in Appendix B.

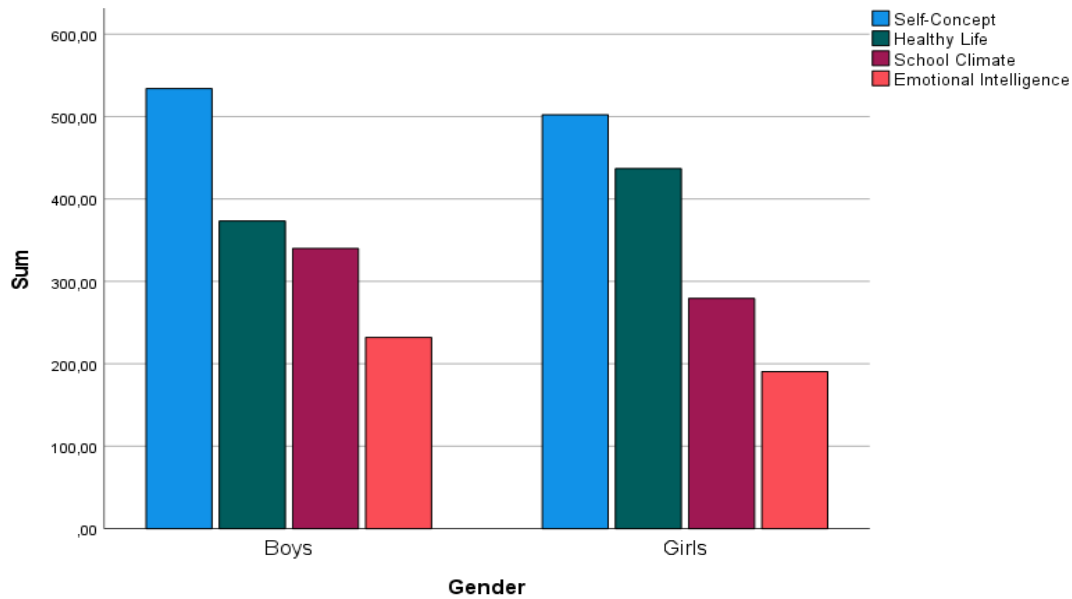
Gender Differences within the Russian-medium

When it comes to the data collected from the Russian-medium students, it is revealed that 14 items produced statistically significant differences between the girls and boys. Figure 6 presented below comparatively describes the sum of the mean ranks of the items with regard to the belonging dimension for the gender category (boys and girls).

Figure 6

The Sum of the Mean Ranks of the Items with Respect to Belonging Dimensions for Gender

Category



In general, 9 items demonstrated the boys rated themselves significantly higher than the girls (Table 4). Particularly, the boys rated themselves significantly higher than the girls in the dimensions of Self-Concept (Physical Ability, Peer Relationship), Healthy Life (Health), School Climate (Safety, Peace, Co-operation), and Emotional Intelligence (Self-Management) dimensions.

Table 4

Specific Items Resulted in Statistically Significant Differences between the Boys and Girls

<i>Test Statistics^a</i>				
	Mann-Whitney U	Wilcoxon W	Z	Asymp. Sig. (2-tailed)
I can run a long way	3695,500	10250,500	-3,707	<,001
I can throw a small ball a long way	4145,500	10931,500	-2,637	,008
Reading is interesting	3699,000	7885,000	-3,709	<,001

I make friends with boys	3672,000	10458,000	-3,917	<,001
I make friends with girls	4171,500	8357,500	-2,595	,009
Doing art is important to me	3589,000	7594,000	-3,582	<,001
Doing music is important to me	3955,000	8050,000	-2,880	,004
Doing dance is important to me	3197,500	7292,500	-4,822	<,001
Playing sport is important to me	3690,000	10131,000	-3,539	<,001
I know what to do to keep myself safe	3900,000	10455,000	-3,031	,002
I feel peaceful in my classroom	4118,500	10673,500	-2,413	,016
Others do their share of work in the group	4177,000	10732,000	-2,272	,023
When people upset me, I get over it	4094,500	11115,500	-2,959	,003
I know how to control my temper	4354,500	11375,500	-2,196	,028

a. Grouping Variable: Age

The items that produced statistically significant differences by gender are shown in Appendix B.

Age Differences

This part of the paper aimed at presenting the age differences within each medium. Merely, the items in which the statistically significant differences emerged were shown.

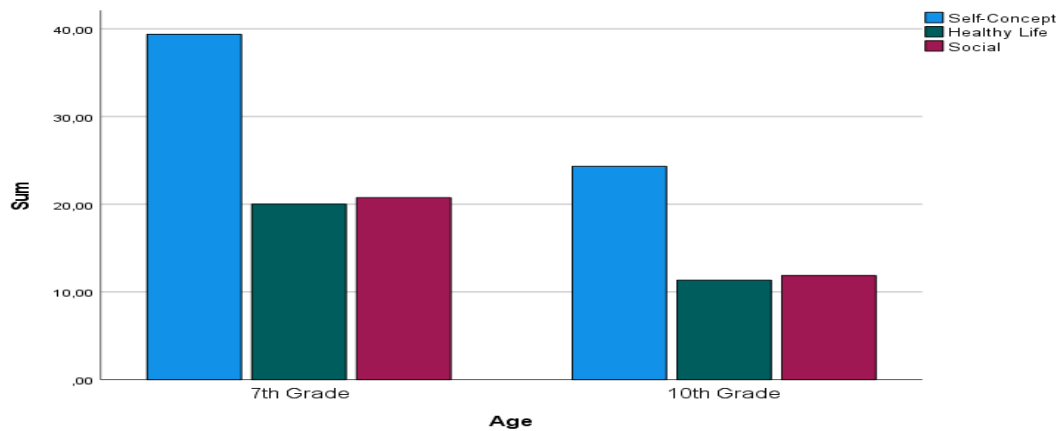
Azerbaijani-medium

By using a nonparametric Man Whitney *U* test, the value differences between the 7th and 10th graders were investigated in Azerbaijani-medium. The test revealed statistically significant differences between the students with different ages in four items. Figure 7

shows the differences based on the sum of the mean ranks of the items with regard to belonging dimensions.

Figure 7

The Sum of the Mean Ranks of the Items Regarding Belonging Dimensions for Each Grade



Overall, four different items resulted in statistically significant differences. The test statistics for those items are indicated in Table 5.

Table 5

Test Statistics of Items Resulted in Significant Differences by Age in Azerbaijani-medium

Test Statistics^a

	Mann-Whitney U	Wilcoxon W	Z	Asymp. Sig. (2-tailed)	Exact Sig. [2*(1-tailed Sig.)]
Mathematics is interesting	72,000	163,000	-2,038	,042	,049 ^b
School is enjoyable	60,000	165,000	-2,597	,009	,011 ^b
Doing art is important to me	56,500	147,500	-2,652	,008	,009 ^b
If I have a problem, I talk to a teacher	61,500	166,500	-2,712	,007	,008 ^b

a. Grouping Variable: Age

b. Not corrected for ties.

The dimensions and the sub-dimensions of the mentioned items with statistically significant differences (Table 5) were as follows respectively: Self-Concept (Mathematics,

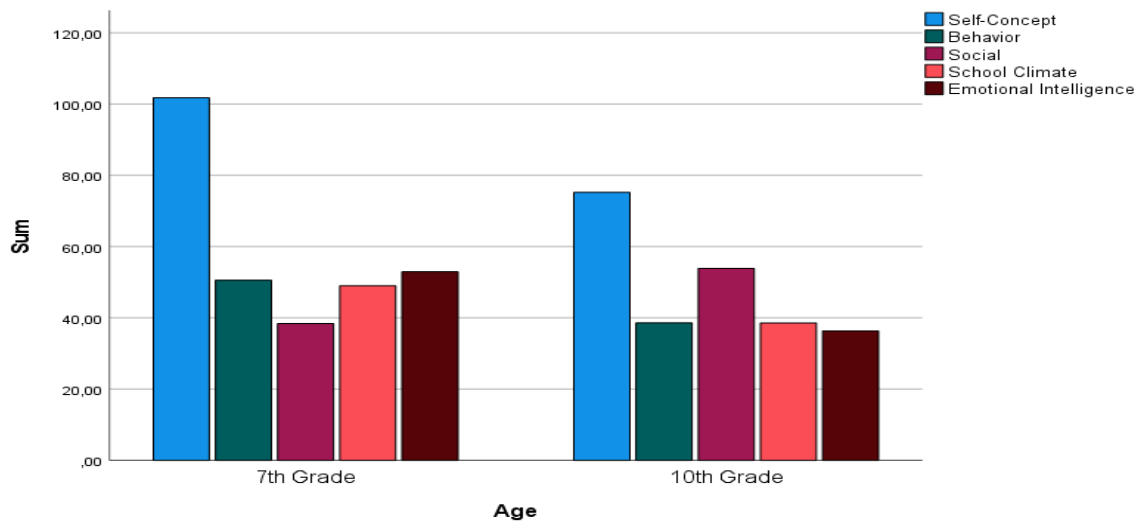
School), Healthy Life (Creativity), Social (Problem Solving). The specific items which show the comparison by mean rank between 7th and 10th graders are presented in Appendix C.

Russian-medium

A nonparametric Man Whitney *U* test was used in order to find out the value differences between the 7th and 10th graders in Russian-medium. The test produced statistically significant differences between the students with different ages in the following items. Figure 8 shows the differences based on the sum of the mean ranks of the items with regard to belonging dimensions.

Figure 8

The Sum of the Mean Ranks of the Items Regarding Belonging Dimensions for Each Grade



In total, 6 items resulted in statistically significant differences between the students by grouping variable, which was the age.

Table 6*Test Statistics of Items Resulted in Significant Differences by Age in Russian-medium*

Test Statistics^a

	Mann-Whitney U	Wilcoxon W	Z	Asymp. Sig. (2-tailed)
I am good at mathematics	663,000	1404,000	-2,632	,008
Mathematics is interesting	713,500	1454,500	-2,357	,018
I like to share my things with others at school	725,000	1466,000	-2,226	,026
If I have a problem, I talk to my friends	632,000	1958,000	-2,884	,004
I own up when I do something wrong	724,000	1465,000	-2,019	,043
I do things to get rewards	639,500	1380,500	-3,044	,002

a. Grouping Variable: Age

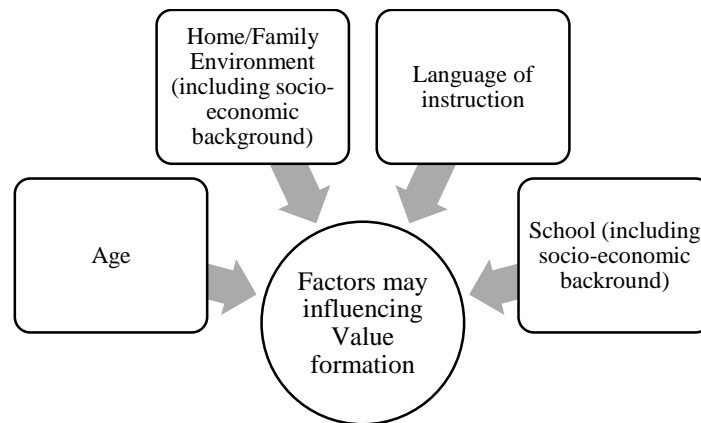
The relevant dimensions and the sub-dimensions to those presented items (Table 6) were as follows respectively: Self-Concept (Mathematics); Behavior (Self-Regulation); Social (Problem Solving); School Climate (Civic Behavior); Emotional Intelligence (Motivation). The specific items which show the comparison by mean rank between 7th and 10th graders are presented in Appendix C.

CHAPTER 5: DISCUSSION AND FUTURE RESEARCH DIRECTIONS

In this part of the paper, it is attempted to align the results of this research with the findings of the previous studies. First and foremost, it is important to note that all the findings of this research refer to the perceptions of the participants of this study.

Gender

As a matter of course, gender-based differences cannot be fully explained by the impact of different language instruction since these differences can take their roots in other factors, such as family environment, socio-cultural, etc. This study merely focused on how the language of instruction influences the value formation in the students studying in different mediums. Gender-based differences varied among the students studying in Azerbaijani- and Russian-medium. To be more specific, some items resulted in statistically significant differences for the age category in Azerbaijani-medium whilst these items did not produce statistically significant differences in Russian-medium and vice versa. Considering this, these gender-specific differences may be partly explained by the influence of different language instruction. Thus, each item with a statistically significant difference for the age category in a particular medium was discussed by referring to the relevant literature.



Azerbaijani-medium

An important point highlights that girls are less likely to possess domination over other children. Compared to the girls, the boys tend to engage in bullying more (Sapouna, 2008). As is seen from the items, the items that the girls had higher scores than boys included tolerance and empathy which belong to Social and World View dimensions respectively. This tendency is typical since another study has also revealed the same finding. In general, the girls are likely to put more emphasis on the moral related domains (Arweck & Eleanor, 2004). This difference is explained by the fact that the girls' childhood experiences tend to produce moral reasoning which triggers empathy and sensitivity toward other people in comparison with the boys (Erwin, 1993).

Apart from that, another item indicated that the boys perceive the relationship with their parents as more effective than the girls. This can possibly be explained by the studies conducted by sociologists and psychologists indicating that the boys positively affect marital stability and as well as marital satisfaction within the family compared to the girls (Lundberg, 2005). Another possible reason why the boys indicated a better relationship with their parents in contrast with the girls may be explained by the historically institutionalized social system of the Azerbaijan which is patriarchy; the males play a dominant role in the family, they manage the budget, and are considered the owner of the house and problem solver (Aghayeva, 2014). That can be a reason why the boys are tolerated within the family. Furthermore, contrary to the boys, the higher scores on the item related to being a future non-smoker among the girls is typical since Azerbaijan is a predominantly male smoking country where the females mostly do not traditionally give preference to smoking. This trend does not only exist in Azerbaijan. Hitherto studies have

found that the likelihood of smoking at secondary school is considerably higher among the male students than the female students (Thambypillai, 1995; Martini & Sulistyowati, 2005; Adeyeye, 2011).

When it comes to the civic behavior domain that was scored higher among the girls, it can probably be explained by having civic knowledge. On the international report of ICSS, the girls intend to have more civic knowledge in comparison to the boys (Schulz et al., 2010). In addition to this, the items related to regulating self and emotions had higher scores among the boys which is not unique only to this study as the boys typically demonstrate better self-control than the girls (Wang et al., 2017).

Russian-medium

Regarding the items which account for the differences between the girls and boys in Russian-medium and did not appear in Azerbaijani-medium, first and foremost, the girls' reading habits seem to surpass the boys' reading patterns. When thoroughly reviewing the existing literature, it reveals that this finding is not exceptional for this study. To illustrate, in the last cycle of the PISA 2018, the girls generally performed better than boys in the reading domain (OECD, 2019). Also, according to the findings of other research, girls are more interested in reading compared to boys (McGeown et al., 2012; Uusen & Mürsepp, 2012). Another finding of this research revealed that the boys tend to have a sense of collaboration more than the girls. At this point, it should be mentioned that this finding does not align with the results of PISA 2018. On the report of PISA 2018, in general, the girls mainly indicated more co-operation with their peers in comparison with the boys (OECD, 2019). But still, this difference between the findings of this study and PISA assessment can appear because of the fact that both girls and boys may perceive the phenomena in a diverse

way (OECD, 2019). The differences related to safety and peace domains between the boys and girls can be assumed by touching upon other domains in which the boys also had higher scores, which are co-operation and peer relationship. The establishment of co-operation and peer relationships may create a sense of safety and peace among the boys at school.

Additionally, another reason can also be because the boys are traditionally more socially active compared to the girls.

Age

The findings of this research for the age category support the results of the previous studies (Bilsky et al. 2013, Lewis-Smith et al. 2021, Fyffe & Hay, 2021). This is because the changes in values among the students were observed by age in both mediums with specific differences belonging to a particular medium.

According to the findings of this study, the academic interest of the students in both mediums decreases over time, specifically in the math domain. This downward developmental tendency may explain by the factors related to the age change (Frenzel et al., 2012). To illustrate, as the academic content becomes more complex in upper grades, it requires more effort which in turn reduces the interest in a particular domain (Hidi, 2000; Zimmerman & Kitsantas, 1999). Apart from that, as time passes, the attractiveness of taking part in social activities challenges the academic interests of the students which negatively affects the likelihood of engaging in academic-related activities (Hidi, 2000).

On the other hand, there were also different developmental downward trends in the values for a specific medium in this study. For instance, the younger students found the school more enjoyable place than the older students in Azerbaijani-medium while this tendency did not emerge among Russian-medium students. In addition to this, the finding

related to the creativity domain suggests that the students studying in Azerbaijani-medium demonstrate a lack of interest in creative activities as they grow up. Another interesting finding which reveals the likelihood of asking for help from the teacher in Grade 10 students of Azerbaijani-medium supports the idea which suggests that “the older students are demonstrating greater discernment of context with increased cognitive maturation.” (Fyffe & Hay, 2021, p. 12).

As observed in Azerbaijani-medium, there were also statistically significant value differences between the students with different ages in Russian-medium. But those items differed from the domains which occurred in Azerbaijani-medium, excluding math-related sub-dimensions. The idea of an increasing upward trend in sharing the problems with the friends in Russian-medium can be explained by considering the likelihood of establishing emotional attachment with the peers as time passes (Hay & Ashman, 2003). Another interesting finding highlights that the students at a young age are more open to sharing their belongings with others. Also, the motivation of being rewarded as a consequence of the action had higher scores among the younger students which supported the findings of Fyffe and Hay (2021). Furthermore, it seems that civic behavior is perceived as more significant among the Grade 7 students compared to the students studying in Grade 10 as they are more likely to own up when doing something wrong.

Differences between the Mediums

From the comparative analysis of the aforementioned data, several arguments can be generated. It can be anticipated that displaying a caring attitude toward others in Azerbaijani-medium creates a positive climate which in turn led the students to feel valued and at the same time demonstrate empathy in social interactions. According to the students’

perceptions of the Azerbaijani-medium, they put great emphasis on avoiding misbehaviors, such as cheating and breaking the classroom rules. Moreover, Azerbaijani-medium students perceive more collaboration with their peers. Most probably, collaborating with others also establishes a peaceful and shared environment. Another important finding which does not overlap with the results of the previous research conducted by Ibrahimova (2019) is that the Azerbaijani-medium students rated themselves higher on the item related to problem-solving. Despite the fact that the previous study revealed that the parents favor to enrolling their children in Russian-medium as they consider the Azerbaijani-medium teachers more conservative, however, the analysis of the two groups clearly shows the opposite stance. Contrasted with the Russian-medium students, the students studying in another medium feel freer to solve the issues by communicating with their teachers. This is an exemplar of the difference between the perception of the parents and students. Aside from that, the Azerbaijani-medium perceives their physical ability as higher, and also, they expect their adulthood to be non-smokers.

The higher scores on the items accounted for the Russian-medium students have an individualistic notion. This can be seen when comparing the Azerbaijani-medium in which the items require a mutual relationship. However, the students studying in Russian-medium focus more on individual activities, such as reading and art. Here it must also be highlighted that the beliefs of the parents which emphasize that studying in Russian-medium instills certain skills in the students (Ibrahimova, 2019) align with the finding of this study as the students indicated they have competence in reading.

Apart from the general differences between these mediums, when the data was scrutinized to get insights into the differences of the boys and girls separately in both

mediums, interesting results were unfolded. On one hand, it seems that the boys taking part in learning in Azerbaijani-medium value benevolence as they are open to sharing their belongings and problems with their friends. A sense of friendship is much higher since it also motivates them to be engaged in activities. It is also possible that openness is also interrelated with other domains, such as social competence and empathy which were scored higher by the boys in Azerbaijani-medium. On the other hand, the boys in Russian-medium are confident about their looks and much immersed in creative engagement. Also, they perceive themselves as trustful by their teachers to do certain tasks. Similarly, the differences occurred between the girls as well. Interestingly, avoiding bullying was perceived much more important by the female students in Azerbaijani-medium. Looking at other dimensions which were scored higher in Azerbaijani-medium, the interrelation of the domains can be seen. For instance, it can be assumed that if the students do not tend to boss over the other children, but instead, empathize, tolerate and collaborate with them, it nurtures a healthy environment in which the students feel safe, peaceful and at the same time, valued. The female students studying in Russian-medium again are linked to individual engagement. They perceive themselves as competent in reading and doing art. Also, controlling anger was a sign of well-improved emotional intelligence.

Furthermore, the idea of coding the CVQ to the Schwartz Valued Goals by Fyffe and Hay (2021) creates an opportunity to specifically interpret the findings of the study in accordance with the basic human values. Table 9 provides the link between CVQ dimensions and Schwartz's Valued Goals.

Table 10

The Link of the CVQ Dimensions to the Schwartz's Valued Goals

CVQ Dimension	Schwartz's Valued Goal
Self-Concept	Achievement
Behavior	Conformity, Tradition
Healthy Life	Self-Direction
Social	Security
School Climate	Benevolence
Emotional Intelligence	Self-Direction
World View	Universalism

When looking at the general differences between the mediums and attempting to describe which values are more important for a particular medium, the goal for each dimension can be explained with regard to Schwartz's Valued Goal. Starting with the boys, according to both groups of the students' responses, self-concept dimensions that aligns with the achievement value resulted in the higher scores. The defined goal of the achievement value is to demonstrate competency within the determined cultural standard in order to acquire approval from society (Schwartz, 2012). Here it must be mentioned that even though the students hold similar value, very specific differences still emerge when scrutinizing the dimensions of items. For instance, the item (I am popular) which was scored higher by the boys in Azerbaijani-medium associates more with the influential item as presented in Schwartz (2012). It may explain that the boys in Azerbaijani-medium believe in having an important role among their peers. On the other hand, the higher score in the item of "I am good looking" in Russian-medium is much more consistent with the self-respect item (Schwartz, 2012). Thus, it indicates confidence in oneself.

Conformity and tradition were perceived as significant values by the boys studying in Azerbaijani-medium because of the higher scores in the Behavior dimension. It entails high commitment and acceptance of local customs as well as avoidance of the violation of

the social norms (Schwartz, 2012). Being committed to the traditions and following social norms may also trigger a sense of safety and stability in society among the boys in Azerbaijani-medium. Moreover, universalism was also accepted as an important value by the boys in Azerbaijani-medium which indicates that these students are more likely to protect the welfare of other people belonging to different groups, such as ethnicity, nationality, etc.

When it comes to the boys studying in Russian-medium, it seems that independency was put great emphasis if it is explained by Schwartz Valued Goals (2012). He explains that self-direction as a value takes its roots from the need in controlling and mastering oneself. Thus, creativity is accepted as a sign of the self-direction value. In addition to this, compared to the Azerbaijani-medium, the boys studying in Russian-medium prefers to enhance the welfare of those who belong to the same group or with whom they have frequent contact (Schwartz, 2012).

With respect to the differences between the girls, it is important to highlight the fact that the students studying in Azerbaijani-medium embrace the traditional values which in turn creates a stable relationship with the individuals in society. According to the responses of the girls in Azerbaijani-medium, it is seen that both universalism and benevolence are perceived as significant values. It means that they consider not only the welfare of their belonging groups but also the welfare of others. Despite the fact that the Self-direction value as an indicator of the Emotional Intelligence dimension was scored by both groups of the students, careful examination of the items reveals specific differences between the girls studying in Azerbaijani- and Russian-mediums. To illustrate, the girls studying in Azerbaijani-medium rated themselves higher in the items indicating the independent

thought (I participate for enjoyment, I look forward to growing up, etc.) while the Russian-medium students' responses align with the mastery and control of oneself (I know how to control my temper, I can express my anger without hurting people).

Schooling

Without any doubt, the influence of schooling on the values that the students indicated as highly important is inevitable. This is because schooling plays a significant role in instilling positive values in the students (Farrer, 2000; Lovat & Toomey, 2009; Arthur et al., 2016; Darling-Hammond et al., 2020).

The educational system of Azerbaijan is also built upon fostering positive values among the students. With regard to Article 4 of Law on Education, the main principle of the law is to upbring the individuals who will serve the national and traditional values of Azerbaijan and the democratic values as an independent and thoughtful citizen. Acceptance of the humanistic values, such as tolerance, endurance, health and safety, care and respect for the environment is prioritized by the state politics (Law on Education, 2009). On the basis of the analysis of the data produced from this study, it can be seen that those mentioned values are perceived as more important by the students in Azerbaijani-medium since the domains, such as Tolerance, Empathy had higher scores in this medium. That is not to say that the students studying in Russian-medium are inadequate in these values. It however suggests that the students studying in Azerbaijani-medium pay more attention to demonstrating those values in behavior. Of course, it must also be noted that the values related to a healthy life and independent thinking were also perceived as significant by the Russian-medium students which is one of the primary goals of the education policy of Azerbaijan. Thus, the educational institutions should keep instilling the values placing in

positive dimensions in order to increase the well-being of the students continuing for a long period (Lovat & Toomey, 2009; Lovat & Clement, 2016). In Azerbaijan, the role of the specific subject taught in secondary schools in inculcating positive citizenship values to the students is crucial. The subject is called “Life Science” (Həyat Bilgisi). This subject is taught at both primary and secondary levels of education. The objectives of the subject expect the students to demonstrate the values which have the positive notion, such as fairness, humanism, health, and caring about other people and the environment as identified by the Cabinet of Ministers (2010). Hence, taking the principles of the education policy of Azerbaijan into account, it is not surprising to see that the students studying in both mediums consider these values significant as they are being exposed to these values at school.

Unexpected Findings

Since this study mainly focused on the impact of different language instructions on the self-perception of the students, some findings did not align with the main aim of the study. Yet, the author intended to share gender-specific differences which are statistically significant. It must be mentioned that these statistically significant differences based on gender emerged in both Azerbaijani- and Russian-medium. That is the main reason why the author did not consider these differences as a result of the impact of different language instruction. Thus, these differences may not be explained by taking the language instruction into account.

The boys typically valued the items that are action-based and include peer interaction in Azerbaijani-medium (Kutnick & Kington, 2005). Aside from that, another significant finding revealed that the girls perceive themselves as more engaged in a creative

activity (McCrae et al., 2002; Misra, 2003). When comparing the participants' responses studying in Russian-medium by gender, both similar and diverse findings emerged with the gender differences in Azerbaijani-medium. For instance, the domains containing active pursuits with peers and self-regulation among the boys also revealed significant differences compared to the girls. Also, according to the scores, the girls typically perceived themselves as more creative in contrast with the boys in Russian-medium.

Conclusion

The discussion thus far has shown that there are major differences in terms of the perceived values between two different mediums' students. In addition to this, it was revealed that there are also gender-specific value perceptions within each medium. This study highlights the fact that although the students' responses in different mediums overlapped in some dimensions, a detailed analysis still showed the differences between the value items.

Generally, the gender-specific differences for a particular medium were also supported by the relevant studies which focus on the value differences related to the gender of the students. In Azerbaijani-medium, keeping the emotions under the control was a significant difference as the self-control domain was scored higher by the boys in comparison to the girls. On the basis of the findings of this research, the girls perceive the moral related domains as more important compared to the boys. In Russian-medium, it seems that the reading habits of the girls surpass the boys' reading patterns. The boys have a higher sense of safety in the classrooms compared to girls. There were also unexpected findings in this study. According to these findings, creativity was another dimension that

had high scores among the girls. In contrast, active pursuits with the peers were mostly paid attention by the boys.

For the age category, interesting results were unfolded as well. In Azerbaijani-medium, the students' interests in school as a place and creative activities decrease overtime. When it comes to Russian-medium, younger students tend to share their belongings with others more. On the other hand, the likelihood of sharing the problems with peers increases as time passes in Russian-medium.

Apart from the gender-specific differences, an attempt to answer the first question of this research (What are the differences between the students of two mediums in terms of their values?) resulted in finding statistically significant differences. Taking the findings into the consideration and analyzing these findings in accordance with Schwartz's Valued Goals, it can be anticipated that the students studying in Azerbaijani-medium are more likely to embrace the traditional values compared to the students of Russian-medium. Additionally, when comparing the mediums, it seems that the overall climate is more positive in Azerbaijani-medium than Russian-medium, since the first group of the students indicated higher scores on the domains related to empathy, tolerance, co-operation, feeling valued, and peace. On the other hand, the Russian-medium students perceive creativity as more important in contrast with the Azerbaijani-medium students. It can be evidence of active engagement in creative activities, such as music and art observed among the Russian-medium students.

Limitations

As with every study, this research also has limitations. Because of the fact that the study was required to conduct within a short period, another factor that has a great impact

on the formation of the values of the people which was a socio-economic background was not taken into account while analyzing the data. Also, the sampling was limited to the schools located in Baku which makes it hard to generalize the results to the rural areas. Another limitation of the study is related to the survey instrument. This is because the adaptation stages of the questionnaire, such as forward and back translation, and reviewing were not followed.

Implications and Future Research Directions

Taking into consideration the fact that there has not been any research conducted for the purpose of assessing and comparing the values of the students studying in Azerbaijani- and Russian-mediums, this study has contributed to the existing literature. The findings of this study showed that the values of the students studying in Russian-medium align with the goal of the educational policy of Azerbaijan. Yet, some people in society take a negative attitude towards Russian-medium. Thus, it is recommended that policymakers should raise awareness about how the value formation in Russian-medium is influenced by the schooling of Azerbaijan. In addition to this, the steps, such as joint events, advocacy campaigns, etc. can be taken to eliminate an existing divide and promote a social cohesion in the society.

For future studies, it is recommended to include the schools located in rural areas as the responses of the students from the schools in rural areas to the questionnaire might differ (Fyffe & Hay, 2021). Also, the students can be involved in focus group discussions. The major themes produced from the analysis of the qualitative data might provide an in-depth explanation behind the differences revealed in this study. Another direction which is not followed in this research may be to involve the teachers in the study as well. The author

puts great emphasis on the qualitative research methods as well. Hence, it would be interesting to interview the teachers who have a direct influence on the students in the classroom environment to examine whether they perceive both mediums' students differently.

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APPENDIX A

		Strongly Disagree	Disagree	Neutral / I do not know the answer	Agree	Strongly Agree
1	I can run a long way					
2	I can throw a small ball a long way					
3	I am good looking					
4	I am happy with the way I look					
5	I am good at reading					
6	Reading is interesting					
7	I am good at mathematics					
8	Mathematics is interesting					
9	I am good at spelling					
10	I am good at school					
11	School is enjoyable					
12	I am a good person					
13	I like the way I am					
14	I get on well with my parent(s)					
15	My parent(s) is (are) proud of me					
16	I am popular					
17	I join in with other children					
18	I have lots of friends					
19	I make friends with boys					
20	I make friends with girls					
21	I am not teased by other children					
22	I am not picked on by other children					
23	I do not boss other children					
24	I play fair					
25	I think cheating is wrong					
26	I say sorry if I am wrong					
27	I am a good sport (accept losing)					
28	I do not get angry if I lose					
29	I follow class rules					
30	I wait my turn when playing games					
31	I like to share my things with others at school					
32	I listen when others are speaking					
33	I try hard to do well at school					
34	If I get something wrong I redo it					
35	Doing art is important to me					
36	Doing music is important to me					
37	Doing dance is important to me					
38	Eating healthy food is important to me					

39	Playing sport is important to me					
40	Being fit is important to me					
41	When I am an adult, I will not smoke					
42	I like children who are different to me					
43	I play with children who are different to me					
44	Speaking a different language is good					
45	I encourage other class members to do well at school					
46	Others understand what I say					
47	I handle problems when they happen					
48	If I have a problem, I talk to my friends					
49	If I have a problem, I talk to a teacher					
50	If I have a problem, I talk to my parent(s)					
51	I feel safe at school					
52	I know what to do to keep myself safe					
53	I pick up litter without being told					
54	Teachers trust me to do a job (task)					
55	In my school older children help younger children					
56	I own up when I do something wrong					
57	Children in this school do not get angry with each other					
58	My school is usually a peaceful place					
59	I feel peaceful in my classroom					
60	I work well in a small group					
61	I do my share of work in the group					
62	Others do their share of work in the group					
63	People respect my opinion					
64	My school is proud of me					
65	I am proud of my school					
66	I am a leader in my classroom					
67	In my school, children care for each other					
68	In my school, teachers care for children					
69	In my school, other adults care for children					
70	I care for others in need					
71	People help me at this school					
72	I feel part of this school					
73	My efforts are appreciated					
74	I know when I am happy					
75	I know when I am sad					
76	I know when I am nervous					
77	When people upset me, I get over it					
78	I know how to control my temper					
79	I have goals for the future					
80	I look forward to growing up					

81	I practice to improve my results					
82	I participate for enjoyment					
83	I get involved because my friends are					
84	I do things to get rewards					
85	When I am happy I show it					
86	I can express my anger without hurting people					
87	I get upset when I see others upset					
88	I help if someone is hurt					
89	I feel for others who are worse off than me					
90	I care for people who look different					
92	I treat people well even if they look different					
92	I get upset when I see someone from another country being made fun of					
93	When I grow up I will help poor people overseas					
94	People should give more money to poor people overseas					
95	I stick up for others even if they are not my friends					

Appendix A. Children's Values Questionnaire Developed by L. R. Fyffe and I. Hay (2020).

APPENDIX B

Table 11

The Mean Ranks of the Items by Gender in Azerbaijani-medium

Items with their related dimensions	Gender	Mean Rank
<i>Self-Concept</i>	Boys	59,66
I can run a long way	Girls	44,25
<i>Self-Concept</i>	Boys	56,69
I can throw a small ball a long way	Girls	45,44
<i>Self-Concept</i>	Boys	57,31
I get on well with my parent(s)	Girls	42,87
<i>Self-Concept</i>	Boys	55,82
I join in with other children	Girls	44,95
<i>Self-Concept</i>	Boys	60,27
I make friends with boys	Girls	40,72
<i>Behavior</i>	Boys	44,23
I do not boss other children	Girls	55,84
<i>Healthy Life</i>	Boys	40,7
Doing art is important to me	Girls	57,29
<i>Healthy Life</i>	Boys	43,77
Doing music is important to me	Girls	54,98
<i>Healthy Life</i>	Boys	40,99
Doing dance is important to me	Girls	57,51
<i>Healthy Life</i>	Boys	57,4
Playing sport is important to me	Girls	43,06
<i>Healthy Life</i>	Boys	42,63
When I am an adult, I will not smoke	Girls	55,1
<i>Social</i>	Boys	44,24
Speaking a different language is good	Girls	53,79
<i>School Climate</i>	Boys	40,68
Teachers trust me to do a job (task)	Girls	54,58
<i>Emotional Intelligence</i>	Boys	55,43
I know how to control my temper	Girls	43,43
<i>Emotional Intelligence</i>	Boys	56,68
I can express my anger without hurting people	Girls	44,44
<i>World View</i>	Boys	42,33
I get upset when I see someone from another country being made fun of	Girls	54,54

Table 12*The Mean Ranks of the Items by Gender in Russian-medium*

Items with their related dimensions	Gender	Mean Rank
<i>Self-Concept</i>	Boys	119,39
I can run a long way	Girls	89,92
<i>Self-Concept</i>	Boys	115,44
I can throw a small ball a long way	Girls	94,24
<i>Self-Concept</i>	Boys	86,65
Reading is interesting	Girls	116,05
<i>Self-Concept</i>	Boys	120,7
I make friends with boys	Girls	90,16
<i>Self-Concept</i>	Boys	91,84
I make friends with girls	Girls	111,91
<i>Healthy Life</i>	Boys	85,33
Doing art is important to me	Girls	114,24
<i>Healthy Life</i>	Boys	89,44
Doing music is important to me	Girls	112,81
<i>Healthy Life</i>	Boys	81,03
Doing dance is important to me	Girls	120,2
<i>Healthy Life</i>	Boys	117,5
Playing sport is important to me	Girls	89,65
<i>School Climate</i>	Boys	115,18
I know what to do to keep myself safe	Girls	91,71
<i>School Climate</i>	Boys	112,72
I feel peaceful in my classroom	Girls	93,63
<i>School Climate</i>	Boys	112,07
Others do their share of work in the group	Girls	94,14
<i>Emotional Intelligence</i>	Boys	118,01
When people upset me, I get over it	Girls	94,2
<i>Emotional Intelligence</i>	Boys	114,07
I know how to control my temper	Girls	96,4

APPENDIX C

Table 13

The Mean Ranks of the Items by Age in Azerbaijani-medium

	Age	Mean Rank
<i>Self-Concept</i> Mathematics is interesting	7th Grade	19,21
	10th Grade	12,54
<i>Self-Concept</i> School is enjoyable	7th Grade	20,17
	10th Grade	11,79
<i>Healthy Life</i> Doing art is important to me	7th Grade	20,03
	10th Grade	11,35
<i>Social</i> If I have a problem, I talk to a teacher	7th Grade	20,76
	10th Grade	11,89

Table 14

The Mean Ranks of the Items by Age in Russian-medium

	Age	Mean Rank
<i>Self-Concept</i> I am good at mathematics	7th Grade	51
	10th Grade	36,95
<i>Self-Concept</i> Mathematics is interesting	7th Grade	50,78
	10th Grade	38,28
<i>Behavior</i> I like to share my things with others at school	7th Grade	50,56
	10th Grade	38,58
<i>Social</i> If I have a problem, I talk to my friends	7th Grade	38,39
	10th Grade	53,87
<i>School Climate</i> I own up when I do something wrong	7th Grade	49,02
	10th Grade	38,55
<i>Emotional Intelligence</i> I do things to get rewards	7th Grade	52,93
	10th Grade	36,33

APPENDIX D

Table 15

Mean Rank of the Items for Azerbaijani- and Russian-Mediums

Items with their related dimensions	Medium	Mean Rank
<i>Self-Concept</i>	Azerbaijani	178,32
I can throw a small ball a long way	Russian	150,87
<i>Self-Concept</i>	Azerbaijani	142,33
I am good looking	Russian	169,32
<i>Self-Concept</i>	Azerbaijani	143,52
I am good at reading	Russian	166,13
<i>Behavior</i>	Azerbaijani	175,51
I think cheating is wrong	Russian	150,63
<i>Behavior</i>	Azerbaijani	143,5
I do not get angry if I lose	Russian	165,54
<i>Behavior</i>	Azerbaijani	174,21
I follow class rules	Russian	151,99
<i>Behavior</i>	Azerbaijani	193,27
I like to share my things with others at school	Russian	142,4
<i>Healthy Life</i>	Azerbaijani	133,05
Doing art is important to me	Russian	167,24
<i>Healthy Life</i>	Azerbaijani	173,12
When I am an adult, I will not smoke	Russian	151,93
<i>Social</i>	Azerbaijani	173,39
If I have a problem, I talk to a teacher	Russian	149,53
<i>School Climate</i>	Azerbaijani	171,14
I feel peaceful in my classroom	Russian	150,55
<i>School Climate</i>	Azerbaijani	172,34
I do my share of work in the group	Russian	147,72
<i>School Climate</i>	Azerbaijani	175,22
Others do their share of work in the group	Russian	146,79
<i>School Climate</i>	Azerbaijani	172,31
I care for others in need	Russian	148,93
<i>School Climate</i>	Azerbaijani	175,17
My efforts are appreciated	Russian	149,48
<i>Emotional Intelligence</i>	Azerbaijani	141,66
I know how to control my temper	Russian	165,96
<i>Emotional Intelligence</i>	Azerbaijani	181,34
I look forward to growing up	Russian	147,77
<i>Emotional Intelligence</i>	Azerbaijani	187,31

I participate for enjoyment	Russian	143,39
<i>Emotional Intelligence</i>	Azerbaijani	197,86
I get involved because my friends are	Russian	138,65
<i>Emotional Intelligence</i>	Azerbaijani	184,24
I feel for others who are worse off than me	Russian	145,55
<i>World View</i>	Azerbaijani	192,23
I care for people who look different to me	Russian	140,62

Table 16

Mean Ranks of Items Indicating Differences between the Boys in Two Different Mediums

Items with their related dimensions	Medium	Mean Rank
<i>Self-Concept</i>	Azerbaijani	57,52
I am good looking	Russian	74,8
<i>Self-Concept</i>	Azerbaijani	89,74
I am popular	Russian	58,52
<i>Behavior</i>	Azerbaijani	84,75
I like to share my things with others at school	Russian	60,19
<i>Healthy Life</i>	Azerbaijani	56,27
Doing art is important to me	Russian	74,06
<i>Social</i>	Azerbaijani	77,37
If I have a problem, I talk to my friends	Russian	62,51
<i>Emotional Intelligence</i>	Azerbaijani	78,95
I participate for enjoyment	Russian	61,09
<i>Emotional Intelligence</i>	Azerbaijani	80,82
I get involved because my friends are	Russian	60,76
<i>Emotional Intelligence</i>	Azerbaijani	77,91
I help if someone is hurt	Russian	63,04
<i>Emotional Intelligence</i>	Azerbaijani	79,54
I feel for others who are worse off than me	Russian	62,23
<i>World View</i>	Azerbaijani	79,45
I care for people who look different	Russian	60,84
<i>School Climate</i>	Azerbaijani	56,63
Teachers trust me to do a job (task)	Russian	70,42

Table 17*Mean Ranks of 10 Items Indicating Differences between the Girls in Different Mediums*

Items with their related dimensions	Medium	Mean Rank
<i>Self-Concept</i>	Azerbaijani	96,84
I can throw a small ball a long way	Russian	80,86
<i>Self-Concept</i>	Azerbaijani	69,56
I am good at reading	Russian	90,9
<i>Self-Concept</i>	Azerbaijani	107,76
I am popular	Russian	73,26
<i>Behavior</i>	Azerbaijani	98,59
I do not boss other children	Russian	77,82
<i>Behavior</i>	Azerbaijani	98,98
I think cheating is wrong	Russian	77,64
<i>Behavior</i>	Azerbaijani	102,34
I like to share my things with others at school	Russian	76,05
<i>Healthy Life</i>	Azerbaijani	71,77
Doing art is important to me	Russian	88,17
<i>Healthy Life</i>	Azerbaijani	104,8
When I am an adult, I will not smoke	Russian	76,52
<i>Social</i>	Azerbaijani	95,91
Speaking a different language is good	Russian	79,88
<i>Social</i>	Azerbaijani	99,17
If I have a problem, I talk to a teacher	Russian	78,16
<i>School Climate</i>	Azerbaijani	95,86
I know what to do to keep myself safe	Russian	79,12
<i>School Climate</i>	Azerbaijani	96,51
I feel peaceful in my classroom	Russian	78,81
<i>School Climate</i>	Azerbaijani	93,42
I do my share of work in the group	Russian	78,72
<i>School Climate</i>	Azerbaijani	97,76
Others do their share of work in the group	Russian	78,22
<i>School Climate</i>	Azerbaijani	97,85
My efforts are appreciated	Russian	78,97
<i>Emotional Intelligence</i>	Azerbaijani	97,13
When people upset me, I get over it	Russian	81
<i>Emotional Intelligence</i>	Azerbaijani	72,99
I know how to control my temper	Russian	91,01
<i>Emotional Intelligence</i>	Azerbaijani	100,58

I look forward to growing up	Russian	79,04
<i>Emotional Intelligence</i>	Azerbaijani	101,95
I participate for enjoyment	Russian	76,46
<i>Emotional Intelligence</i>	Azerbaijani	110,34
I get involved because my friends are	Russian	72,09
<i>Emotional Intelligence</i>	Azerbaijani	74,03
I can express my anger without hurting people	Russian	90,15
<i>Emotional Intelligence</i>	Azerbaijani	98,11
I feel for others who are worse off than me	Russian	78,4
<i>World View</i>	Azerbaijani	105,06
I care for people who look different	Russian	74,48