

Private e-assessment platform: effective use for school enrollment in Kazakhstan

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Introduction

Nazarbayev Intellectual Schools (NIS)



Private e-assessment platform bbtest.kz



Research problem, purpose, question

Research problem: The influence of private e-assessment platform to Kazakhstani NIS school enrollment

Research purpose: to analyze the relationship between use of private e-assessment platform and school enrollment results of selected students in Kazakhstan

Main research question: How do students' use of private e-assessment platform influence to their enrollment to NIS schools?

Subsidiary questions

- How do students' test preparation scores influence NIS admission test cut-off score?
- How the students' expenses for private tutoring affects to the entrance test score?
- How students' mock test score effects to the entrance test score?

Methodology

Research designs: non-experimental and cross-sectional

Instruments: test scores

Sample: non-probability sampling, convenience sampling

Research methods: T-test, ANOVA and Pearson product-moment correlation coefficient

Participants: 180 Kazakhstani students candidates to NIS schools in Kazakhstan

Ethics: instructions, anonymity

Data Analysis: Descriptive

Table 1

Distribution of participants by language

Groups	<u>N</u>	<u>Percentage</u>
Kazakh	120	66.7
Russian	60	33.3
Total	180	100

Table 2

Distribution of participants by cut-off score

Groups	<u>N</u>	<u>Percentage</u>
Passed	127	70.6
Not Passed	53	29.4
Total	180	100

RQ1: How do students' test preparation scores influence NIS admission test cut-off score?

An independent-samples t-test was conducted to compare mock test scores on the platform for students who achieve and did not achieve the NIS entrance examination cut-off score. There was a significant difference in the scores for students who passed the cut-off score ($M=213.7$, $SD=204.8$) and students who did not pass the cut-off score ($M=127.1$, $SD=160.6$); $t(180)=2.744$, $p=.005$, $d=0.5$). The effect size is 0.5 means there is a modest effect between cut-off score achievement and mock test scores. These results suggest that students who take mock tests tend to success in achieving the cut-off scores in NIS entrance test.

Table 3

Means and standard deviations of the key variables in the sample

Groups	<u>M</u>	<u>SD</u>
Passed	914.9	142.6
Not Passed	598.6	135.8

RQ2: How the students' expenses for private tutoring affects to the entrance test score?

a Pearson product-moment correlation coefficient was computed to assess the relationship between the free mock test and NIS test scores of students. There was a strong significant positive moderate correlation between the two variables ($r=0.30$, $n=180$, $p=0.00$). Overall, this means that students' mock test scores have a moderate effect on their NIS test scores.

Table 4

Correlation between students' (free, paid) mock test and NIS test scores

Test	<u>1</u>	<u>2</u>	<u>3</u>
1. Free mock test	-	.422	.304
2. Paid mock test		-	.105
3. NIS test			-

RQ3: How students' mock test score effects to the entrance test score?

a Pearson product-moment correlation coefficient was computed to assess the relationship between the mock test and NIS test scores of students.

There was a strong significant positive moderate correlation between the two variables ($r=0.26$, $n=180$, $p=0.00$). Overall, this means that students' mock test scores have a modest effect on their NIS test scores.

Table 5

Correlation between students' mock and NIS test scores

Participants	<u>N</u>	<u>Value of correlation</u>
Students	180	0.00

Conclusion

Summary of major findings:

Limitations

The format of the mock tests whereas students took the test online on computers/smartphones at home, on the way to school, etc. is different and opposite to formal paper-based NIS test that conducted in very strict conditions. On such manner, it might become a main limitation of variables used in the current research

Further research

(1) How does students' background/personal information influence their demand for test preparation?

(2) How do students' test preparation scores influence NIS admission test score?

(3) How do students' expenses on test preparation influence NIS admission test score?

(4) How do students' school progress record (GPA) and IQ test scores influence their test preparation?

Thank you for your attention!

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