

Why do parents in the Republic of Tatarstan choose to send their gifted children to single-sex boarding schools?

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Abstract

The aim of the study was to determine the factors that parents in Tatarstan consider when selecting single-sex boarding schools for their gifted children. Gaining an understanding of these standards will facilitate meeting the needs of parents who might not be content with traditional education, recognizing the benefits of single-sex education, and enhancing the current school assessment system. A qualitative approach was taken to examine the variables affecting parents' choice of school. The results showed that parents place the greatest importance on elements like individualized instruction, value-based education, and qualified teachers. Interviewees also mentioned academic achievement, single-sex education, and school climate as important factors. It was concluded, based on these findings, that school administrators ought to modify their recruitment tactics in order to better serve the needs of parents and increase the allure of schools for families. It is also advised to update the school evaluation standards in order to better meet the unique requirements of parents.

Keywords: parents' choices, school choice, single-sex education, boarding schools, gifted children.

Почему родители в Республике Татарстан выбирают школы-интернаты с раздельным обучением для одаренных детей?

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Аннотация

Целью данного исследования было выявление факторов, влияющих на выбор родителями школ-интернатов для одаренных детей с раздельным обучением в Татарстане. Понимание этих факторов поможет ответить на потребности родителей, которые могут быть не удовлетворены обычными школами, оценить качество раздельного обучения и улучшить существующую систему оценки школ. Для анализа факторов, влияющих на выбор родителями школы, были использованы качественные методы. Результаты показали, что для родителей наиболее важны такие факторы, как ценностно-ориентированное образование, индивидуальный подход и качество работы учителей. Успеваемость, раздельное обучение и школьная атмосфера также были отмечены участниками интервью как важные. На основании этих результатов был сформулирован вывод, что руководителям школ следует скорректировать свои стратегии набора персонала, чтобы в большей степени удовлетворять потребности родителей и сделать школы более привлекательными для семей. Кроме того, рекомендуется пересмотреть критерии оценки школ, чтобы они лучше соответствовали конкретным потребностям родителей.

Ключевые слова: родительский выбор, выбор школы, раздельное обучение, школы-интернаты.

Introduction

Before the fall of the Soviet Union, the educational system in the USSR emphasized uniformity and ideological conformity. Education was not segregated by gender, with no single-sex schools at all, except military-oriented. With the onset of the 1990s and the subsequent political and social changes, Russia began to adopt new educational models that included single-sex schooling. Despite this, a small number of single-sex schools have been established in the Russian Federation. The total number of these institutions did not exceed 90 across the entire country, with only 10 located in Tatarstan. So, the trend has not gained significant traction in the post-Soviet educational landscape. Considering that the Russian Federation has a population of approximately 140 million people

and Tatarstan, as a republic within Russia, has a population of around 3.9 million the establishment single-sex schools can be viewed as a relatively small number nationwide and in the republic.

The study looks at the variables that parents consider when selecting single-sex boarding schools for their gifted children in the Republic of Tatarstan, Russia. The reasons that influence parents' choice of these lyceums for their children have not been thoroughly explored in the existing literature.

Boarding schools and single-sex schools are not widely represented in the Republic of Tatarstan. There are different views of parents toward boarding schools (Martin et al., 2014) and single-sex education (Pahlke et al., 2014; Eisenkopf et al., 2015). Russian parents' viewpoints could provide more context for the field. The current study's findings may add to, contradict, or support the body of research on parents' preferences for single-sex education. Consequently, comprehending these elements constitutes a fascinating field of study since it could disclose the needs that parents feel are both satisfied and unmet. These results might provide hitherto undiscovered perspectives on the goals and motives of parents, and they might also influence practice and policy in these schools.

Parents often consider school ratings from the Department of Education when choosing a school for their children. Formal school assessments are based on a wide range of factors. For instance, motivational-affective, behavioral, and metacognitive factors are some of the criteria used by Seidel (2008) to evaluate schools. Academic success and participation in Olympiads are the methods of evaluation in the Republic of Tatarstan. High academic achievers are sought after by schools so they can stand out from the competition and grab parents' interest. This study considers informal factors impacting family expectations and decisions in addition to formal school assessments, especially with relation to talented adolescents attending single-sex boarding schools.

According to Tatarstan's Ministry of Education, 1 402 schools are open in the republic as of 2022. Of this amount, just nine are residential schools for talented kids. The Republic of Tatarstan also has boarding schools for orphans, however the focus of this study will be boarding schools for gifted students. As primary stakeholders in these particular schools, parents may express why they choose them as well as what they anticipate from the services they get.

One boarding school, a lyceum for girls, was chosen from a major city (Kazan, population: around 1 309 617 residents, 2023), and another boarding school, a lyceum for boys, was chosen from a smaller city (Almetyevsk, population: 162 229 residents, 2023) in order to grasp a wide range of parental viewpoints.

The relationship between boarding schools, single-sex education, and parental school choice has been the subject of some research (Camps Bansell & Vierheller, 2018; Gordillo, 2022). In contrast to the vast amount of individual study on the subject, Russia and the Republic of Tatarstan have produced very few studies. Thus, it is crucial to comprehend the elements that affect parents' judgments while selecting single-sex boarding schools in the Republic of Tatarstan for gifted kids.

More precisely, the goal of this research is to determine the academic and non-academic variables that affect parents' expectations of boarding single-sex schools for talented kids as well as their choice of school in the Republic of Tatarstan.

The main question of this study is: Why do parents in the Republic of Tatarstan choose to send their gifted children to single-sex boarding schools?

Methodology

The purpose of this study is to determine why parents in the Republic of Tatarstan opt to send their gifted children to single-sex boarding schools. The opinions of parents

make up the majority of the data. As a result, a qualitative technique is appropriate for the study's objectives as it will help to provide a detailed account of the main phenomena.

The researcher decided to employ a fundamental qualitative research strategy for this investigation. A simple qualitative research, according to Merriam and Tisdell (2016), serves to show how participants see and value their experiences. Rather than making new discoveries, the purpose of this research is to create parents' perspectives about the single-sex boarding schools that are a good fit for gifted kids.

The study uses informal in-person interviews to get parental feedback on school choice. The aim of adaptive face-to-face, person-to-person interviews is to collect a range of viewpoints about the reasons behind parents' school choices for their children. It is understood that people might be reluctant to voice their opinions honestly and can feel awkward disclosing their actual opinions in front of others. Since these institutions accept students who have finished six years of mandatory education, the study primarily focuses on understanding the reasons why parents opt to enroll their children in these schools. It is intended for parents whose children are in the first year of lyceum. Thus, the study focuses on the parents of kids in the seventh grade.

Purposeful sampling was used in this investigation. An interview was the method employed to obtain the data. The interviews were done to get specific information from parents of seventh graders on their choice of boarding school. Eight interviews were carried out with parents who had experience with the school selection process.

We can get the participants' opinions on the subject under study using semi-structured interviews (Patton, 2002). By using this method, the study is better able to include the various viewpoints and opinions of the research participants.

The participants were specifically chosen from two different Republic of Tatarstan boarding schools for gifted kids. Potential participants received invitations from the researcher via gatekeepers, who were the vice-principals of the schools. Potential participants received the informed consent form from the researcher by Telegram (delivered through gatekeepers). Candidates who expressed their agreement to the interview terms explicitly stated so in their correspondence with the author. The interview took place for around sixty minutes. The parents were mostly either non-native English speakers or spoke it badly. For this reason, the interviews were conducted in Russian. Furthermore, interviewees were asked to clarify their understanding of specific terms. For instance, parents may have diverse interpretations of what defines a high-quality school.

Parents were interviewed one-on-one for this study. To make data collection easier, the interviews were audio recorded with the participants' explicit agreement. After the interviews were finished, each participant had the choice to get the results.

Results

The focus of the research was to identify the variables that parents consider while choosing boarding schools for their exceptionally talented children. In the Republic of Tatarstan, the study topic specifically attempts to uncover the academic and non-academic aspects that influence parental school choice. The information was painstakingly transcribed, then it was code-analyzed and arranged into distinct themes. After examining the transcribed data, the conclusions are presented in accordance with the themes that were found. These are themes, arranged from most to least commonly cited: Value-based education, Individual/Personal approach, Quality of teachers, Academic quality, Surroundings/Selection, Single-sex education.

Now that the study topic has been determined, each of the themes is thoroughly explained and enhanced by first-hand accounts from the research participants. First, the emerging elements influencing parental school choice are described.

A lot of parents believe their kids' growth is greatly aided by value-based education. Parents gave moral education high marks. Value-based education was frequently cited by numerous participants as the primary determinant in their choice of these institutions. The parents believed that moral education from an early age had a significant impact on children's lifespans. Furthermore, a few participants acknowledged the importance of both intellectual and moral education and gave them equal priority.

"First and foremost, moral education was for me. After completing his education, he still has a life" (Participant 1).

"I was aware of these traditions and wanted my kids to uphold these ideals and carry on these values. That was the top-ranked item" (Participant 6).

"Rather than wanting my child to have an education, I wanted them to be kind and not egoistical" (Participant 7).

Lyceums offer instruction tailored to the needs of boys and girls, according to parents from both boarding schools. It was clear that some of the parents who took part in the study believed that boarding school could address the unique gender-related needs of their child. It's interesting to note that some parents thought girls should receive an education from women and males from men.

"I couldn't provide him with masculine education as a woman" (Participant 2).

"An up-bringing in a women's collective and the installation of female values played important role" (Participant 6).

Some participants also mentioned the need of moral education for society as a whole. A few parents expressed concern that the environment would be endangered by a lack of moral education. Parents believed that just because someone is well educated, it does not guarantee that they will behave admirably.

"Because girls will be our future moms and will raise their children, moral education is crucial" (Participant 7).

"Knowledge by itself does not create a fully developed personality. History abounds in instances of intelligent, gifted, and accomplished individuals who, as a result of a poor upbringing, found themselves embroiled in, to put it politely, terrible situations. An individual who is well educated but impolite poses a threat to society. That is why a person's upbringing – that is, their development into a person with good moral qualities – is one of the most crucial components" (Participant 8).

Parents' beliefs about value-based education were closely linked to their respect for the opposite gender as a quality to instill in their children. Some parents opted for boarding schools in the hope that their children would adopt certain values.

"I wanted my child to have respect for elders and the other [female] sex" (Participant 7).

"I wanted my child to grow up to be self-sufficient and purposeful" (Participant 3).

In conclusion, participants identified value-based education as a crucial factor in school selection. Parents believe that it can have a significant impact on their child's future life.

The majority of parents emphasized the personalized approach in boarding schools. They connect this with smaller class sizes and a higher ratio of teachers to students. Teachers also mentioned the relatively small student population in these boarding schools, typically ranging from 250 to 300 students.

"In our former school, 2,200 students attended. No one was aware of my child's identity or background. None of the other kids or parents were familiar to me. Let's now compare the lyceums for girls. Yes, there are around 290 kids enrolled. Additionally, there are about ten times fewer pupils now" (Participant 5).

“By the way, the school in the new district where we studied is packed, especially in the new district. We had over a thousand pupils overall, and it seems as though this causes the school to become more and more like a robot that merely “herds” kids” (Participant 1).

Some parents feel that classroom teachers struggle to handle a large number of students. A participant from Kazan city emphasized this point of view.

Concerns about school size were also raised by parents in Almetyevsk city, despite the city being much smaller. Another participating parent suggested that the reason why individualized attention is not as strong in common daily schools in Tatarstan is that teachers are overworked.

“He [the regular school teacher] is short on time. Yes, he works from 8 a.m. until 2 p.m. He just does not have the time to focus on this child’s abilities or personality traits in particular” (Participant 4).

The parents felt that they didn't have enough time to address each child's individual needs and help them develop their strengths and other characteristics. They wanted their children's teachers to take a more personalized approach.

Another participant pointed out that in boarding schools, children receive more attention due to the presence of educators in dormitories and mentoring programs.

“Compared to regular schools, the boarding school instructor pays greater attention in the classroom. And there are students from high school acting as teachers. They assist their junior peers in overcoming certain adolescent issues and treat them like sisters” (Participant 5).

Furthermore, the participants emphasized the emphasis of boarding schools on individualized learning approaches and the development process, particularly by teachers and educators. Parents have seen that staff members do not pick anybody out, allowing everyone to engage in all activities and express themselves. Parents also thought that educators at boarding schools were more likely to notice odd or unusual behaviors in their kids and report them to the parents. This feature was noted in every boarding school that was studied.

“Here, they’re attempting to disclose their personalities to him. What a personalized approach. They ask everybody in a personal manner” (Participant 3).

“I may visit every teacher during parent-teacher conferences, and they will provide you with detailed information [about your child’s conduct and performance]” (Participant 6).

“Our educator visited our home, and we spoke with him for four or five hours. He was very curious about our son’s growth and asked questions about everything” (Participant 2).

The more frequent connections between students and teachers at the boarding schools was much appreciated by the parents. In fact, several parents deemed this to be the primary consideration when deciding to send their kids to boarding schools.

“The primary [cause] is the human nature [of teachers]” (Participant 2).

Participants stated that one of the most important things considered while selecting boarding schools for their kids is the distinctive qualities of the teachers.

“It’s said that moral education and teachers’ strength exist in that lyceum, so they play a significant role” (Participant 3).

“Teachers make the family environment, help pupils” (Participant 4).

“I saw teachers who worked from the heart on the first day of classes. When someone “works for a tick” [less selfless motives], I can tell” (Participant 6).

Some parents chose to enroll their children in local boarding schools due to the strong academic reputation of these institutions. For many, this was a key factor in their decision-making process. Additionally, some parents cited low academic standards at their previous school as a reason for seeking alternative educational options.

“The degree of expertise we expected was not provided by the gymnasium [where my child used to go]. [However] Math and English classes in the current lyceum are streamed based on skill levels” (Participant 1).

“The moral education and academic results stay in the first place for us. Maybe academic education is even more important” (Participant 3).

“For me, the first consideration was academic excellence. He wanted to study somewhere other than Tatarstan. “I don’t want to study in Tatarstan,” he declared. I require a strong intellectual foundation” (Participant 2).

“The degree of worldview and reasoning is excellent here” (Participant 6).

Some participants believed that the primary influence on their child's upbringing should come from home experiences, with the school providing support and the lyceum boarding school focusing on academic knowledge.

“One of the school's primary goals is to give education; another is to help with individual upbringing. A youngster is largely raised in the home, not in the classroom. Thus, having a good degree of education is the first crucial component” (Participant 8).

A few individuals choose boarding schools primarily due to the emphasis on academic performance. They noted that boarding schools provide a better caliber of academic instruction than do ordinary institutions. It's important to note, too, that some parents chose to send their kids to boarding schools without taking academic quality into account.

Parents' top concern is the school environment, where their children spend so much of their time. Almost all parent interviews highlighted this aspect. Parents thought that the pupils' environment had a big impact on them. The parents who took part in the activity also thought that a competitive setting was advantageous.

“I want my child to grow up in a healthy atmosphere. It is preferable to be the weakest among the strongest, even if he is the intermediary and cannot be at the top [in terms of grades]” (Participant 1).

“My friends' husbands were people I knew. They were teachers in the lyceum, and I knew that's where I wanted my kid to study. Thus, my child resembled them” (Participant 3).

“My main concern is finding my child the ideal setting” (Participant 2).

One of the reasons kids had to leave the school they had attended before was the unpleasant climate. Parents had the view that they need to protect their kids from stressful conditions.

A few individuals explicated the rationale for the inclusion of kid selection as a primary criterion in school selection. Parents stressed that merit-based selection had a good impact on other parents' attitudes at the school as well as their children's. They said that their perspective is malleable.

“I was depressed because my child was among these sorts [who behave badly] of classmates. I attempted to convey to him, do not pay attention to them. But the level of discipline began to decline” (Participant 3).

“It is crucial that kids be content with the school they have chosen. Parents who send their kids to the local [public] school act as though the school is required to teach their children. And kids act [badly] in this way around instructors. When your kids participate in competitions or are chosen, they fully get that they may be dismissed from school at any time” (Participant 6).

“Boys engage in healthy competition as a result of selection. Parents begin to respect one another as well. Parents are not shameless” (Participant 2).

Another parent spoke upon the benefits of the educational atmosphere fostered by boarding schools' selective enrollment. It was their belief that the selection procedure

ensures that only exceptional students stay in the class, which would have a favorable impact on student's performance.

"But when you realize that most people do something good and like it, you learn to love the good too" (Participant 5).

When selecting boarding schools, parents also cited single-sex education as a crucial consideration. This was a crucial factor for parents for a variety of reasons. The participants thought that the teaching and learning process was positively impacted by single-sex schooling. For instance, a speaker mentioned that, from the standpoint of one parent, children's growth happens differently, therefore teaching tactics should be adjusted correspondingly.

"Boys and girls have distinct wants and values as well as distinct developmental paths. It is not as vital for girls to have a competitive environment as it is for boys" (Participant 6).

According to another parent, children in single-sex schools are more attentive to their studies, whereas pupils in mixed schools are more prone to distractions.

"This is a boys-only school; no girls attend. One benefit of this strategy is that the males don't have any needless distractions during class or at school. They can acclimate to the classroom more quickly and make friends and like-minded individuals based on shared interests that are unique to men" (Participant 8).

Furthermore, an additional parent expressed the view that the subject matter needs to be provided in accordance with the child's gender. They think that while female professors can effectively explain material to female students, men teachers can better convey it to male pupils.

"Teachers are competent in imparting knowledge based on a student's gender. Female educators are aware of how to provide the material to female students" (Participant 6).

"The psychology of boys and girls is different. So, their behavior is different" (Participant 5).

Parents also think that schooling for only one sex helps kids' skills come to light. Some parents clarify that while females may not demonstrate certain talents when boys are around, boys may be reluctant to demonstrate their abilities in front of them.

"My daughter's confidence has grown, yet she was too afraid to attend the choreography. She would not go there [attend this class] if there were guys [there]" (Participant 6).

Discussion

The study question (What academic and non-academic factors impact parental school choice in the Republic of Tatarstan) served as a guide for the explanation of the findings.

The value-based education that boarding schools provided was the main factor that led parents to select them. With the exception of the journal article "Boys' Boarding School Management: Understanding the Choice Criteria of Parents" (Vigar-Ellis, 2013), this element was not heavily discussed in the literature study. The Vigar-Ellis survey found that academic excellence and student safety were the most significant variables influencing parents' choice of single-sex boarding schools in South Africa, with behavioral education ranking third. Parents in the South African research, however, highlighted how these institutions' strong values foster students' independence and character. The Republic of Tatarstan's parents gave this developmental factor a high ranking; this might be related to the schools in question being values-focused and oriented in that way. This research also shows that, in contrast to other environments, such as South Africa, parents in the Republic of Tatarstan place greater value on non-academic school attributes than academic performance when choosing boarding schools for their children. According to the report, families headed by single parents favor sending their boys to boarding schools where the majority of the faculty is male because they feel that boys should be taught by males in

order to develop traits associated with men. In the Republic of Tatarstan, according to Rosstat (2023), 52.3% of marriages end in divorce. This increases the likelihood of a child being raised by a single parent.

Regarding boarding schools, the second most significant thing that parents noted was their individual approach. Within this motive, three key points were emphasized. Boarding schools have several advantages over regular state institutions, the first of which is their significantly lower size. In general, fewer students and a better student-staff ratio are the two aspects of this trait. Two characteristics stand out: compared to other public schools, there are more staff members assigned to each student. For instance, in boarding schools, mentors from senior classes fulfill a crucial role of caring alongside regular class teachers. Parents who took part in the discussion highlighted the third aspect, which was the teachers' emphasis on open channels of communication and providing parents with behavioral information. The literature evaluation failed to highlight this last aspect of the Tatarstan boarding schools' customized approach, and it was nowhere to be discovered. It should be mentioned that as boarding schools vary from country to country, these recently discovered qualities could not be present in all of them. Similar to their state-school equivalents, boarding schools may have many pupils. As a result, it's possible that other boarding schools in the Tatarstan region and elsewhere don't always offer their students an individualized approach.

In the paper "What do parents expect from middle level schools?" James Garvin (Garvin, 1987) argues in favor of the value of an individualized approach. Every kid should have an adult or teacher they can confide in and feel heard, according to parental expectations. This need appears to stem from parents' perception that public middle schools are bigger and thus more "impersonal." In other studies, on parents' perceptions of schooling, individual attention was shown to be one of the most important demands of parents (Erickson, 2017).

When choosing a school, the characteristics of the teachers are quite important. It should be mentioned that the results of several studies indicate that a teacher's quality is frequently determined by their professional attributes. For instance, Ved (2021) found that parents believed it was critical that educators finish their teacher preparation programs and use contemporary technologies in the classroom. The study's participant parents emphasized that their decision was influenced by their humanity and capacity for teaching. This element served as yet another proof that non-academic influences are quite prevalent among Tatarstan parents.

According to Alsuiadi's (2016) study, "Reasons Influencing Selection Decision Making of Parental Choice of School," the perceived "educational atmosphere in class" is greatly influenced by the caliber of the teachers. The viewpoints of the parents in the current study were very similar to those of the parents in the previous study. The "Relationship between students and teachers" was shown to be an important and relevant component in this study. Parents want instructors to treat their children fairly and sincerely when they are in the classroom.

The participants said that the strong, good relationships between students and teachers were the reason they favored private schools. This suggests that, if given the option, parents in Tatarstan and outside would probably choose educational institutions that are more likely to offer higher-quality teacher-student relationships.

A significant theme in the literature review was academic achievement. This element has been found in the majority of research to be the most important influence on parents' choice of boarding and selective schools. According to the study's findings, parents' top priority when choosing a school is academic quality, which is acknowledged globally (Rohde et al., 2019). It was shown that parents are more concerned with the school's

ability to teach science and math (Alsuiadi, 2016). Accountability is a factor in the widespread usage of academic quality as a metric for evaluating educational institutions. Numerous markers, such as the degree of moral education and respect, are not amenable to empirical verification. As was to be expected, parents in this study also cited academic quality. Parents saw the boarding school as an excellent way to help their kids succeed in challenging coursework and gain admission to prestigious colleges. While this did not seem to figure as heavily as in other research and educational contexts, parents thought that sending their children from state schools to boarding schools could offer some academic advantages. Thus, further research into the significant roles played by the previously mentioned components of individualization, school ideals, and student interactions may be conducted in the future.

Students are admitted to the boarding school based on a merit-based selection process. Parents thought that selecting students based on their accomplishments could facilitate the establishment of a positive school climate. Participants also thought that the selection process itself made sure that kids engaged in healthy competition with one another and that all parents valued their children's prospects at the school. There doesn't seem to be much discussion of this factor in the research literature. This is due, in part, to the fact that many students attending the boarding schools discussed in the literature come from other cities and rural areas and are not admitted based on merit. However, the results of this study indicate that parents saw the merit-based system as a potentially advantageous element that fostered their children's competitive spirit in a supportive atmosphere.

In the study "The Factors Impacting Parental Choice in Selecting Non-Public Schools for Their Children," Ved (2021) concluded that the most important consideration for parents when selecting a school is the "school atmosphere." However, this is unrelated to the selection process. The current study may have found a new criteria for parental choice of elite boarding schools, thus more research is needed to fully understand this phenomena, especially in relation to single-sex selective boarding schools.

Parents need to consider the atmosphere element, according to James Garvin (Garvin, 1987). He emphasizes in his study the worries parents have about society's detrimental effect in the classroom. According to his research, parents believe that schools should be safe places where pupils can form dependable friendships.

In the Republic of Tatarstan, some parents think that having classmates of the same sex has a positive impact on education. They point out that boys and girls develop in different ways, and that knowledge should be delivered to these gender groups in diverse ways as well. Eisenkopf et al.'s (2015) investigation provided evidence in favor of this opinion. They looked into single-sex education and found that, for instance, female pupils may have performed better because there were fewer gender preconceptions and less competition in single-sex school settings.

Pahlke et al. (2014) investigated mothers' preferences during the school selection process in a different study. According to the authors, teachers can focus on the interests of the girls in their classes because these girls have similar interests. It's interesting to note that according to PISA 2012 results (OECD, 2014), girls feel more confident studying math in three nations than boys do. These three Muslim nations – Qatar, the United Arab Emirates, and Jordan – all offer free single-sex schooling. Consequently, the results of this study really corroborate what parents have said about the benefits of gender-based schooling.

Conclusion

Value-based education, an individual/personal approach, the caliber of teachers, academic quality, environment/selection, and single-sex schooling are the seven primary

causes identified by this study. The results indicated that non-academic factors were more important than academic aspects, which was at odds with the research literature. Parents clarified that choosing a school was heavily influenced by the school's principles. They contend that while academic performance affects tests, a child's entire life path is influenced by moral education. Some parents brought up the point that rude and immoral people are a menace to society. Parental confidence in the entire experience that boarding schools provide for their children is influenced by various factors, including the school's individualized approach to student care, the school's overall atmosphere, and the caliber of teachers.

Many of the motivating components that this study uncovered seemed to be either underrepresented in the literature or not particularly prevalent. In the Republic of Tatarstan, parents place a high importance on the customized approach to education provided by the schools as well as the relationship between the atmosphere of the school and the selection process. Notably, academic quality – which is acknowledged globally as the most important aspect parents consider when choosing schools – was not one of the most sought-after factors. The results of this study show that parents look at a variety of important factors when choosing schools for their children, and the academic performance of these institutions does not fully reflect all of these features. This clearly means that while encouraging parents to sign up their children for entrance tests for such schools, non-academic aspects should be considered as a highly significant area to enlighten them about.

Furthermore, the research study did not mention single-sex schooling or parents' psychological perspectives that are distinctive to their gender as influences on their choice of boarding school for their children. Parents in the current study felt that as boys and girls develop in various ways, there should be differences in the educational process. This perspective contradicts the widely held social constructivist belief held by Western parents, which holds that a child's gender has minimal influence on their learning.

In conclusion, the results of this study could potentially assist educational institutions in the Republic of Tatarstan, Russia, and other former Soviet states in realigning their primary recruitment strategies to better serve the needs of parents – particularly those that are not academic in nature – and attract families.

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