

**Why do Parents Choose Boarding Schools for Gifted Children and What are their
Expectations? Evidence from the Republic of Tatarstan**

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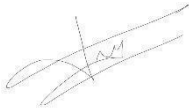
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Signed: Timur Mufazalov

A handwritten signature in black ink, appearing to read 'TM', is written over a horizontal line.

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ETHICAL APPROVAL



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14th October 2022

Dear Timur Mufazalov,

This letter now confirms that your research project entitled: “Why do parents choose boarding schools for gifted children and what are their expectations of this schooling? Evidence from the Republic of Tatarstan” has been approved by the Graduate School of Education Ethics Committee of Nazarbayev University.

You may proceed with contacting your preferred research site and commencing your participant recruitment strategy.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'Matthew Courtney'.

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Acknowledgement

Dedicated to my son Yusuf and my wife Leysan...

Thank you for support, patience, and love.

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Why do parents choose boarding schools for gifted children and what are their expectations of this schooling? Evidence from the Republic of Tatarstan

Abstract

It is often customary to assess the level of a school based on academic results. It is believed that the best schools are those in which children score the highest in exams. However, this study is aimed at identifying the various factors that influence parents for choosing single-gender boarding schools for gifted children in Tatarstan. Identification of these criteria will help to understand the needs of parents who may not be satisfied in common schools; to understand the value of this type of school; and to change the existing system of school evaluation. In this study, qualitative methods were used to understand the factors of school selection, as well as the expectations of parents. The analysis of the results suggested that such factors as a value-based education, an individual approach, and the quality of teachers are most important for parents. Academic results, single-gender education, and the school atmosphere/surroundings were also noted as important by the interview participants. Additionally, quality nutrition and accommodation were mentioned by several parents as important. Based on these results, it was concluded that it is important for school leaders to re-orient their key recruitment approaches to meet the needs and expectations of parents, especially non-academic related needs and expectations, and make the schools more attractive to families. Additionally, it is recommended to change the criteria for school evaluation that takes into consideration these specific needs and expectations of parents.

Keywords: parents' choice, school choice, single-gender education, boarding schools.

Неліктен ата-аналар дарынды балалары үшін мектеп-интернаттарды таңдайды және олардың бұл оқудан күтуі қандай? Татарстан Республикасынан растау

Аңдатпа

Көбінесе мектеп деңгейі академиялық нәтижелер бойынша бағаланады. Ең жақсы мектептерде балалар емтихандарда жоғары балл жинайды деп саналады. Бұл зерттеу гендерлік бөлінуі бар дарынды балаларға арналған мектеп-интернаттарды таңдауға әсер ететін факторларды анықтауға бағытталған. Осы критерийлерді анықтау қарапайым мектептерде қанағаттандырылмауы мүмкін ата-аналардың қажеттіліктерін түсінуге көмектеседі; мектептердің осы түрінің құндылығын түсіну; сондай-ақ мектептерді бағалаудың қалыптасқан жүйесін өзгертуге тырысу. Бұл зерттеуде мектептерді таңдау факторларын, сондай-ақ ата-аналардың үміттерін түсіну үшін сапалы әдістер қолданылды. Нәтижелерді талдау құндылыққа бағытталған тәсіл, жеке көзқарас және мұғалімдердің сапасы сияқты факторлар ата-аналар үшін ең маңызды екенін көрсетті. Сұхбатқа қатысушылар академиялық нәтижелерді, гендерлік бөлінуді, қоршаған ортаны және іріктеуді де атап өтті. Тамақтану және тұру туралы бірнеше ата-аналар айтқан. Осы нәтижелерге сүйене отырып, мектеп басшыларына жаңа оқушыларды тарту тәсілдерін қайта бағыттау маңызды деген қорытындылар жасалды. Сондай-ақ, мектеп-интернаттар гендерлік бөлініссіз қарапайым мектептерде жүзеге асырыла алмайтын ата-аналардың қажеттіліктерін қанағаттандырады. Бұл Татарстан Республикасындағы мектептердің осы түріне сұраныс туралы айтады. Сонымен қатар, ата-аналардың қажеттіліктеріне байланысты мектептерді бағалау критерийлерін өзгерту ұсынылады.

Түйінді сөздер: ата-аналарды таңдау, мектеп таңдау, гендерлік бөліну, мектеп-интернаттар.

**Почему родители выбирают школы-интернаты для своих одаренных детей
и каковы их ожидания от этого обучения? Подтверждение из Республики**

Татарстан

Аннотация

Зачастую уровень школы принято оценивать по академическим результатам. Считается в лучших школах дети набирают высокие баллы на экзаменах. Данное исследование направлено на выявление факторов, которые влияют на выбор школ-интернатов для одаренных детей с гендерным разделением. Выявление данных критериев поможет понять потребности родителей, которые могут быть не удовлетворены в обычных школах; понять ценность данного типа школ; а также попытаться изменить сложившуюся систему оценки школ. В данном исследовании были использованы качественные методы для понимания факторов выбора школ, а также ожиданий родителей. Анализ результатов показал, что такие факторы, как ценностно-ориентированный подход, индивидуальный подход и качество учителей наиболее важны для родителей. Академические результаты, гендерное разделение, окружение и выборка были также отмечены участниками интервью. Питание и проживание были упомянуты несколькими родителями. Основываясь на данных результатах были сделаны выводы о том, что руководителям школ важно переориентировать подходы для привлечения новых учеников. Также школы-интернаты удовлетворяют потребности родителей, которые не могли быть осуществлены в обычных школах без гендерного разделения. Это говорит о востребованности данного типа школ в республике Татарстан. Дополнительно рекомендуется изменить критерии оценивания школ в зависимости от потребностей родителей.

Ключевые слова: выбор родителей, выбор школы, гендерное разделение, школы-интернаты.

GLOSSARY

Boarding schools: in this thesis, this term refers to lyceums that offer single-sex education for gifted students and provide full accommodation.

Gifted students: children with above-average academic abilities, which are generally identified as being in the top 25% of all results in entrance exams.

Parents: the biological parent, adopted parent, aunt/uncle, grandparents, or caregivers of the students.

Parental choice: a choice made by parents while seeking a secondary school for their children.

TABLE OF CONTENTS

Author Agreement.....	i
Declaration.....	ii
Ethical Approval.....	iii
CITI Training Certificate.....	iv
Acknowledgement.....	v
Abstract	vi
Аңдатпа.....	vii
Аннотация.....	viii
Glossary.....	x
Table of Contents.....	xi
List of Tables.....	xv
Chapter 1. Introduction.....	1
1.1. Research Problem.....	3
1.2 Positionality.....	4
1.3 Purpose of the Study.....	5
1.4 Research Questions.....	5
1.5 Significance of the Study.....	5
1.6 Summary of Chapter.....	6
Chapter 2: Literature Review.....	7
2.1 Boarding schools, Student Motivation, and Performance.....	7
2.2. Parental Choice.....	8
2.3 School Academic Performance and Quality.....	9
2.4 School Safety.....	10
2.5 Teacher’s Quality and Student-Teacher Relationship.....	12

2.6 School Reputation and Recommendations.....	13
2.7. Other Factors Affecting School Choice.....	14
2.8 Parental Preferences for Boarding Schools.....	15
2.9 Single Sex Education Schools.....	15
2.10 Rational for Current Study.....	17
2.11 Conceptual Framework.....	18
2.12 Conclusion.....	19
Chapter 3: Methodology.....	20
3.1 Research Questions.....	20
3.2 Research Design.....	20
3.3 Definition of the Central Phenomenon.....	21
3.4 Methods of Data Collection.....	21
3.5 Population, Participants and Sampling Approach.....	22
3.6 Data Collection Procedures.....	23
3.7 Data Analysis.....	25
3.8 Trustworthiness.....	26
3.9. Ethical Concerns and Risks of Research.....	27
3.10 Chapter Summary.....	28
Chapter 4: Findings.....	30
4.1 Introduction.....	30
4.2 RQ1: Academic and Non-Academic Factors that Influence Parental School Choice in the Republic of Tatarstan.....	31
4.2.1 Value-Based Education.....	31
4.2.2 Individual/Personal Approach.....	33
4.2.3 Qualities of Teachers and Their Relations toward Students.....	35
4.2.4 Academic Quality.....	36

4.2.5 Surrounding/Selection.....	37
4.2.6 Single-Gender Education	39
4.2.7 Accommodation and Nutrition.....	41
4.3 RQ2: Parental Expectations of Boarding Schools for Gifted Students.....	41
4.3.1 Non-Academic Expectations.....	42
4.3.2 Academic Expectations.....	43
Chapter 5. Discussion	44
5.1 Introduction.....	44
5.2 Academic and Non-academic Factors Affecting Parental choice.....	44
5.2.1 Value-based education	44
5.2.2 Individual approach.....	45
5.2.3 Qualities of Teachers and Their Relations toward Students.....	46
5.2.4 Academic Quality.....	47
5.2.5 Surrounding/Selection.....	48
5.2.6 Single-Gender Education	49
5.2.7 Accommodation and Nutrition.....	50
5.3 Parental Expectations of Boarding Schools for Gifted Students.....	50
5.3.1 Non-Academic Expectations.....	51
5.3.2 Academic Expectations.....	52
Chapter 6. Conclusion.....	53
6.1 Introduction.....	53
6.2 Revisiting the research questions.....	53
6.3 Recommendations	55
6.4 Limitations and directions for further research.....	56
References.....	58

Appendices..... 57

LIST OF TABLES

Table	Page
1. <i>Derived Themes and Subthemes from Transcribed Data</i>	30

Chapter 1. Introduction

1. Introduction

This research discusses the factors that influence parental choice while selecting boarding schools for gifted students in the Republic of Tatarstan, Russia. In this chapter, I will cover the history of education in the region, the research problem, the purpose of the study, and the significance of the study.

Education in Tatarstan has a long history. Ethnically, Tatars are a Turkic ethnic group who adopted Sunni Islam in the 14th Century. That is why the leaders of the educational sphere generally operated from within religious schools, or madrasah. In these educational institutions, both boys and girls had access to education but were taught separately. Later, during the Russian Empire (1721-1917), where boys generally had more access to education, madrasah in Tatarstan continued to operate.

Beginning in the 18th Century, secular schools appeared in Kazan, the capital city of Tatarstan. More recently, during the USSR (1955-1991), mixed classes operated in day schools (non-residential state schools) in Tatarstan. Today, the Russian Federation continues this secular educational policy and there are very few deviations of school types in Tatarstan and throughout the country. Therefore, the existence of single-sex boarding schools for gifted students, or special secondary schools (lyceums) is an example of the unique structure of educational institutions in the country. To the best of this author's knowledge, the factors affecting parents' reasons for selecting such lyceums for their children are yet to be explored in the literature. Therefore, understanding such factors represents a quite interesting field of inquiry because it may reveal the needs being met, and not being met, from the perspective of the parents. Such findings may result in previously unknown findings vis-à-vis parental motivations and aspirations, and potentially inform educational policy and practice in those institutions.

According to Harris and Larsen (2015) revealing the factors that affect parents' selection of schools, especially non-standard schools, and understanding the needs of parents is one way to improve schools.

One of the primary factors that affect parents' selection of schools is the school rating as defined by the department of education of the associated jurisdiction. There are many criteria for the formal assessment of schools. For example, according to Seidel (2008), there are three main types of school assessment: meta-cognitive, motivational-affective, and behavioral criteria. In the Republic of Tatarstan, a form of meta-cognitive assessment, specifically, the academic achievements and results of Olympiads (i.e., formal regional or nationwide competitions among students in one subject) are considered as the most valuable criteria according to the education department of Naberezhnye Chelny city (Annual report of Naberezhnye Chelny Education Department, 2022). Therefore, schools are interested in enrolling students with a high academic ability so that they can perform well in such competitions and attract the attention of parents. This thesis does not focus exclusively on the formal assessment of schools but more informally on criteria that influences parental choices and their expectations of the schools of interest, namely single-sex boarding schools for gifted students. As mentioned, potentially the findings of this study may provide insight into parental needs and expectations and potentially inform current school policy and practice.

According to the Ministry of Education of Tatarstan there are 1,402 schools (2022) operating in the republic. Of that total, 1,318 are common schools and only nine are boarding schools for gifted students. There are also boarding schools for orphans in the Republic of Tatarstan, but this research will only focus on boarding schools for gifted students. While all schools receive municipal financing, city government officials in Tatarstan sometimes question the expediency of these educational organizations because the budgets of schools that provide full accommodation for students are much higher than in day schools. Boarding

schools use more electricity, water, and employ service staff so the city government spends more money on these schools and expects higher results. Parents, as one of the main stakeholders of these focal schools, can share their reasons for choosing these schools and offer their expectations for the service provided by these schools.

To understand a broad set of parental opinions, one boarding school (a lyceum for girls) was selected from one major city (Kazan, population: approximately 1,309,617 inhabitants [UN World Urbanization Prospects, 2023]) and another boarding school (a lyceum for boys) was selected from a smaller city major (Almetyevsk, population: 162,229 inhabitants [UN World Urbanization Prospects, 2023]).

1.1 Research Problem

Some studies have explored parental choice (Alicia, 2022, Alsuiadi, 2016; Boterman, 2021; Erickson, 2017; McCarthy, 2016; Rohde et al., 2019; Ved, 2021), though most of them do not pay attention to the extent to which choice is influenced by the various parental considerations. For example, Boterman (2021) identified how parental social class, migration background, and location predicted parental school choice. Moreover, all of the aforementioned studies concentrated on common day schools—institutions with mixed-gender classes and populated by children who have home accommodation. While other studies have explored school single-sex education (Jackson, 2005; Pahlke, 2014) or boarding schools (Setyosari, 2020; Shi, 2020), most of these studies were concerned with exploring the general benefits or disadvantages of these types of educational organizations.

Upon review of all of the current available literature, only one previous study explored all three aspects specific to the study at hand: i.e., parental choice, single sex education, and boarding schools (Vigar-Ellis, 2013). For that research, the authors used a quantitative approach administering questionnaires to reveal the most important criteria of parental choice for boys boarding schools in South Africa. The researchers identified that the

three most popular factors were academic quality, safety, and the provision of value-based education. However, being quantitative in nature, the study pre-specified factors for parents to consider important. Therefore, the study may not have identified the breadth of factors important to parental school selection. However, this thesis study will make use of interviews as a data collection instrument and concentrate on boarding schools for gifted students.

Unfortunately, there are very few studies that explore the parental choice of single sex education in Russia. Most of the research is directed at boarding schools and educational organizations for children from troubled families. However, two studies investigated boarding schools for gifted students in the Republic of Tatarstan (Valeeva, 2014). This study concentrated on statistics and explored the difference between day and boarding school students. The research revealed differences in behavioral and academic results—students who studied in boarding schools exhibited improved behavior and higher academic performance. Therefore, few studies have been directed at parental choice in selecting single-sex boarding schools for gifted students so the current study serves to fill this gap in the literature.

To sum, to the best of this author's knowledge, no studies have explored the intersection between parental school choice, boarding schools, and single-sex education. Moreover, compared with the plethora of separate research on the topic, very few studies are from Russia, and even fewer from the Republic of Tatarstan. Hence, there is a need to understand the factors that influence the parental choice of single-sex boarding schools for gifted children in the Republic of Tatarstan.

1.2 Positionality

My name is Timur Mufazalov and I was born and raised in a small village in Tatarstan. I graduated from a boarding school for gifted students in the city of Naberezhnye Chelny. By attending boarding school, I was afforded multiple opportunities to develop my abilities. Importantly, I was surrounded by the care of excellent teachers and educators.

First, it was difficult for me to stay alone and study without my parents in another city. However, looking back I understand that the challenges that I faced made me stronger as a person. Therefore, I am very grateful for my experience at boarding school. Ultimately, the research at hand represents an attempt to make life in boarding schools even better by enabling administrators to better understand the needs of parents and students.

1.3 Purpose of the Study

The current study aims to understand what factors affect parental choice in selecting boarding schools for gifted children. More specifically, the study attempts to identify the academic and non-academic factors that influence parental school choice in the Republic of Tatarstan and what are parents' expectations from boarding schools for gifted students.

1.4 Research Questions

The two main questions for the current study are:

RQ1: Why do parents choose boarding schools for gifted students in the Republic of Tatarstan?

RQ2: What are parents' expectations of the boarding school for gifted students?

1.5 Significance of the Study

Findings from the current study might help the schools of the Republic of Tatarstan, Russia, and other post-Soviet countries to re-orient their key recruitment approaches to meet the needs and expectations of parents and make the schools attractive to families. To motivate parents to choose their school, school administrators should understand the needs of parents, the needs of their children (from the perspective of parents), and ways in which the schools may be made more inclusive. Also, considerations for the expectations of parents may also help school administrators and teachers ensure that the school life of students is of a high standard.

There are only two methods, which are used by the Department of Education to assess schools in Tatarstan—the academic performance of students based on standardized tests and school performance in subject Olympiads. Performance is based on a school's relative performance in the region and in the country. My research may reveal that the academic results of schools do not capture the full range of characteristics, which are considered by parents when selecting schools. Potentially, my research may also serve to usher in new and relevant criteria to inform parents about prospective schools to enroll their children. Results of this research may reveal the importance of boarding schools and their strengths and weaknesses.

1.6 Summary of Chapter

This chapter provided an overview of the history of education in the Tatarstan region, the research problem, and the purpose and the significance of the study. There are few studies directed at parental choice in selecting boarding schools for gifted students so there is a gap that this research can fulfill. Assisting school administrators to understand the needs and difficulties of parents in the Republic of Tatarstan are the aims of this study.

The following chapter provides a review of the relevant literature on the focal topics of this thesis. Thereafter, the third chapter covers research methodology, research design, sampling, data collection instruments, and data analysis. The fourth and fifth chapters concentrate on the results of the interviews and the key findings of the study.

2. Literature Review

This literature review includes a conceptual framework for the study about the topic of why parents choose boarding schools for gifted children. This chapter consists of four subsections. The first subsection pays attention to the review of boarding schools for gifted children in the Republic of Tatarstan. The second subsection draws from international research concerned with identifying the factors that influence parental choice for selecting schools the similarities and differences of factors that impact the choice of parents from different countries are also explored. This subsection also describes the peculiarities of boarding schools and single sex schools and the attitude of parents toward these kinds of organizations.

2.1 Boarding Schools, Student Motivation, and Performance

According to the British Council (2020), there are probably 500 boarding schools, considered elite organizations, in the UK. The Association of Boarding Schools in the USA and Canada consists of 300 such schools. The website, world-schools.com, states that there are approximately 700 such boarding schools in Europe. Additionally, such boarding schools are very popular in South Africa with 25% of schools (approximately 6,000) offering full accommodation. So, these statistics reveal the popularity of this type of education. The peculiarity of boarding schools makes them unique, ensuring their unique status. Specifically, private boarding schools generally require high fees, so parents with high income levels can only enroll their children in these kinds of schools. On the other hand, public boarding schools are often available to students whose parents have low incomes but only enroll students who perform well on standardized tests (Shi, 2020). Nevertheless, in both cases, boarding schools generally enroll students who perform comparatively well academically.

Martin and Papworth (2014) studied the motivational differences between boarders and day school students. The authors revealed that the “boarders scored higher than day

students on adaptive motivation, academic buoyancy, and personal best goals” (p. 43), and also exhibited better results in “meaning and purpose, life satisfaction, and participation in an extracurricular activity, and parent relations” (p. 1035).

In summary, the existence of many boarding schools around the world suggests that there is a strong demand from parents for such services worldwide. Given the popularity of such schooling, it is important to investigate the reasons why parents choose boarding schools and their current expectations of such systems.

2.2 Parental Choice

In democratic societies one of the most important rights is possibility for people to vote or choose from a variety of competing options. According to proponents of neoliberal democracies, education is one of the spheres where there should be the possibility of choice. Relatedly, Ichilov (2012) argues that education should be organized as a free market and parents should have to have a right to choose the schools to send their children. Ichilov also argues that being able to select schools can satisfy the needs and preferences of parents. Supporters of neoliberal democracy believe that lack of choice of school selection can lead to restriction of freedom (Hantzopoulos, 2015; Ichilov, 2012). In the current study, while students ultimately need to reach the criteria for entrance into selective schools in Tatarstan, parents still retain the right to choose the school for which they prepare their children for and register their children in entrance exams for. Therefore, the educational environment for which the current study is situated can be viewed as a neoliberal democracy.

Many scholars have studied the strategies that influence parents’ school selection (Alsuiadi, 2016; Erickson, 2017; Haderlein, 2022; McCarthy, 2016; Rohde, 2019; Ved & Kumar, 2021). Much of this scholarship is dedicated to identifying the predictors of future school choice among parents (e.g., school academic quality, safety, and ethnic composition). For example, Boterman (2021) posits that the background of the children and where they live

can predict what schools students will attend. Ethnicity and socioeconomic status also play an important role in school selection. For example, “native Dutch and parents from other Western backgrounds” try to choose educational institutions that are mostly “white”; while parents with Eastern and African backgrounds appropriately select schools with very “low numbers of native Dutch” (p. 894). Another important element that research has determined impacts parental choice strategy is also parental socio-economic status (SES) as parents who are less educated choose lower non-middle-class schools (Alsuiadi, 2016).

Parental choice is a major area of interest within the field of school selection. For example, the most frequent elements that influence school selection are academic quality and high academic scores (Alsuiadi, 2016; Haderlein, 2022; Rohde, 2019) safety and infrastructure, and the provision of extracurricular activities (Alsuiadi, 2016; Erickson, 2017; Haderlein, 2022; McCarthy, 2016; Rohde, 2019; Ved & Kumar, 2021). More recent research has also pointed to the role of school attendance rates (conversely, chronic absenteeism; see Haderlein, 2022) and student discipline (Rohde, 2019) as important factors affecting parental choice.

2.3 School Academic Performance and Quality

Research suggests that the most prominent factor that influences parental choice for the selection of secondary schools is academic quality or achievement. According to Erickson (2017), academic quality can consist of five different components: curriculum, scholarship opportunities, test scores, and learning environment. In the same vein, research by Haderlein (2022) discusses how parents evaluate and select schools and notes that academic quality plays an important role (Haderlein, 2022). The researcher administered a questionnaire to 1,227 parents in the USA. Haderlein asked parents to rate various attributes by their level of importance during the school selection process. The results suggested that 369 (approximately 30 percent) respondents chose academic quality as the most important factor,

while 320 parents (26%) placed it in second place and 214 (17%) placed it as the third most crucial element. Based on the results of these more recent studies, parents appear to pay a lot of attention to school academic performance and value this factor highly.

Similarly, academic quality was mentioned by Rohde and colleagues (2019) as the most common element that impacted parental choice in the article “Parental Reasons for School Choice in Elementary School: A Systematic Review”. While the review article focuses on elementary schools, it still reveals what is generally important for parents. The systematic review revealed that academic quality was a prominent factor in approximately half of the 26 studies reviewed. The study concluded that academic reasons are recognized worldwide as the most prominent factor that parents consider when selecting schools.

Research by Alsuiadi (2016) supports the view of the importance of academic quality as a key criterion for school choice by parents. The academic aspect included the school’s capacity to teach mathematics and sciences, and the quality of education. These elements were the most popular criteria among parents of public schools in Riyadh City, Saudi Arabia. The study also revealed that parents thought that a decreased class size can lead to a lift in the quality of instruction.

To sum, multiple studies suggest that academic quality is a top-priority for parents when selecting boarding schools. An examination of the degree to which this is important in Tatarstan, Russia, is yet to be explored.

2.4 School Safety

Besides academic quality, the next most common factor that parents consider while selecting schools for their children is school safety (Haderlein, 2022). Generally, school safety is quite frequently studied by scholars—it remains in the third place in terms of popularity in the field.

According to Stewart & Wolf (2014), “families followed Maslow’s hierarchy of needs when selecting schools. Families were concerned first with health, and safety in schools, but once basic needs were satisfied, parents could focus on higher-order student needs, such as academics” (p. 64). Of course, serious incidents of school shootings, suicide, and violence would act as deterrents for parents. However, where such instances are not common to a region, safety would not feature as a key criterion for parents’ school selection. Research by Rohde et al. (2019) helps to further explain the role of school safety as a criterion. The researchers conducted a literature review on reasons for parental school choice and identified that school safety was a more common concern among parents with low incomes.

Shahan (2014) also supports the importance of the safety of schools in his article “The Effect of the Hidden Curriculum on the Criteria of Parents”. The author explored school and teacher selection criteria in Turkey. Shahan (2014) underlines the difficulties associated with making a choice due to the variety of influential elements. One of these elements is “school safety”. This criterion was underlined by parents as one of the “definitely important” factors during school selection. For parents, it is crucial that children are protected from harm and that their well-being is valued.

For some parents, school safety pertains to student emotional well-being (McCarthy, 2016). The US national center on safe supportive learning environments (2020) defines school safety as “schools and school-related activities where students are safe from violence, bullying, harassment, and substance use” (p. 2). In the research “Parental choice of school by rural and remote parents”, the notion of emotional safety for parents was articulated as feeling of happiness during the school day (McCarthy, 2016). One of the participants stated that if the children are not happy, they will not do well at anything. Based on these results, it could be argued that parents generally prioritize their child’s emotional well-being over their child’s academic performance.

To summarize, safety is an important element that concerns most parents. The aim of principals and teachers of schools is to ensure that children are safe emotionally in order to meet the needs and expectations of parents.

2.5 Teacher Quality and Student-Teacher Relationships

Another factor that influences parents' choice at the school selection stage is teacher quality and student-teacher relationship. In the systematic review by Alsuadia (2016), the author presents research from both the US and the Kingdom of Saudi Arabia. The findings from the US show that most parents think that teacher quality is highly important. Research by Al Shimri (1999) also supports the importance of student-teacher relationships for parental school choice. A total of 81% of the 1,048 parents sampled stated that they prefer private schools because of the strong positive relationship between students and teachers in those schools. These findings from different places show the impact of this element worldwide.

Teacher quality is often mentioned as a central criteria among parents of various demographic backgrounds. For example, Rohde (2019) carried out a large-scale survey of parents from various countries asking them "What factor is determined as significant for school choice?". In response, overall, teacher quality was the second most frequently cited criterion among parents in high-income countries (USA, UK, Canada, Chile, and the Netherlands), lower-middle to upper-middle countries (Brazil, Kenya, Nigeria, Malaysia, Turkey, South Africa), and low SES countries.

Findings by Avni Ved (2021), "The Factors Impacting Parental Choice in Picking Non-Public Schools for Their Children", suggested that both teacher quality and the quality of student-teacher relationships were of the utmost importance. One of the main implications of the findings of the study was that school principals must also pay attention to the fact that all the teachers should complete a "teacher's training degree" if they want to work in that educational institution as this was key to teacher quality and student-teacher relations. The

second recommendation from the research was that it is important to have effective collaboration between teacher and student while “using various advanced technological tools” (p. 774). The author’s third suggestion was that teachers’ capacity for “developing critical thinking and problem-solving skills” is one of the most significant features that every professional teacher should exhibit. Overall, findings from the study suggested that teacher qualifications, use of technology to build student-teacher relations, and capacity for critical thinking and problem solving were key for principals to lift the reputation of their school in the eyes of parents and to meet parents’ needs and expectations.

Another interesting finding was revealed by Shahan (2014) who studied school choice in Turkey. He found out that the importance of a pedagogue’s qualification depends on the education level of the children’s parents: the higher the educational background of the parent, the more important teacher qualifications were. In addition, student-teacher relationships are mentioned in interviews with parents. From the parents’ point of view, they prefer teachers whom they knew earlier. Parents stated that such pre-established relationships could lead to better communication levels or faster interventions when there is extra help needed.

It is clear that teacher qualification levels and the quality of teachers’ relationships with students are important and such factors can attract parents to choose schools. Therefore, teacher knowledge, ability to teach, and communication skills with the students are determined as one of the most important criteria for parents.

2.6 School Reputation and Recommendations

Before selecting schools, especially for the first time, parents seek information from the website of the organization or from relatives, friends, and neighbors. According to Ball & Vincent (1998), there are two different types of information that can describe schools: cold and hot knowledge. ‘Cold’ knowledge is official information that the organization exposes on social media to attract parents or children, while ‘hot’ knowledge describes the information

that can be received from friends, neighbors, relatives and, and can be considered as recommendations. Findings from the research suggested that parents did not rely exclusively on official information from schools but rather on the experience of other attending children and parents. The authors conclude that it is important for parents to “dig deeper” (p. 5) and explore the school environment.

The recommendations or reputation of a school is an important factor for parents. For example, Rohde (2019) found out that it is a crucial factor for parents from high income countries and one of the most frequently reported responses to questions about school quality among parents from low-income countries. However, it should be noted that Shahan (2014) found that parents who have a high income assign more importance to the school’s reputation than parents who have a low income.

2.7 Other Factors Affecting School Choice

There are also interesting though not frequently reported factors. For example, Erickson (2017) states that a school’s religious environment and a child’s preference play an important role in Georgia and Indiana in the USA. In addition, Haderlein (2022) underlines the impact of school demographics. For example, it was found that “White parents are marginally more likely to seek diverse schools (i.e., a mix of White students and students of color)” (p. 407). Research by Rohde (2019) suggested that parents choose schools because their child’s older siblings can support them before and after school. This motivational factor commonly occurs when both parents work full-time. Ved (2021) identified that as long as the walking distance between home and school was 30 minutes or less, parents are more likely to choose that school. Other factors that appear to have an impact on school selection is the physical structure of the school and the building’s appearance (Shahan, 2014).

In summary, multiple criteria exist that influence parental choice of schools. Therefore, it is important for schools to pay attention to these factors to/ understand the needs

and expectations of parents. The identification of the factors may enable schools to refocus efforts to ensure that schools are more attractive. The current study attempts to identify current factors that influence parental choice of boarding schools for gifted children in the Republic of Tatarstan.

2.8 Parental Preference for Boarding Schools

Research has also been undertaken on the reasons why parents prefer boarding schools rather than day schools. For example, Debbie Vigar-Ellis (2013), in her article “Boys’ Boarding School Management: Understanding the Choice Criteria of Parents”, explored factors that influenced parental choice of boarding school selection in South Africa. The findings revealed that there were specific criteria that distinguished boarding schools from public schools. The most important differentiating factors were determined to be academic quality and safety (especially from drugs and alcohol). Parental perception of safety came from evidence that students always stay under control and cannot keep such illegal substances in the dormitory. The next evidential criteria, one not so frequently mentioned, was related to behavioral education with a strong value system that builds character and independence. This factor is related to the boarding context as students do not live with parents and often require support for their emotional, social, and academic development. Given the extensive amount of time that students spend in the boarding school environment, the quality of behavioral education represents an important reason for why parents, those with adequate financial resources, choose the boarding school system for their children.

To sum up, there are multiple reasons for why parents prefer boarding schools to day schools. While academic quality, safety, and behavioral education feature prominently in the literature, it is not known whether these factors are considered important to parents of single-sex boarding schools for gifted children in the Republic of Tatarstan, Russia.

2.9 Single-Sex Education Schools

Recent research suggests that the number of single-sex schools is increasing. For example, USA-based researchers, Pahlke and Bigler (2014), reported on the growing proportion of single-sex schools in the US. Much of the research on single-sex schools is dedicated to identifying differences between the two school systems. For example, Eisenkopf and Hessami (2011) examined female performance in mathematics and German lessons in single-sex (all female) and mixed school classes. Findings revealed that the female students in single-sex classes performed better in mathematics and science compared to female students in mixed settings. However, the researchers found that there was no difference in female student performance in the philological lessons. The authors speculated that the unexpected higher results by the female students may have been due to the lack of gender stereotypes and competitiveness in the single-sex school contexts.

The attitude of parents towards single sex education is different (David & West, 1994). In the book “Mother's Intuition?: Choosing Secondary Schools”, the authors make the case that approximately the same number of parents have strongly positive and strongly negative perspectives on all-boy or all-girl schools. One of the main arguments for supporters of mixed-gender schools think that single-sex schools do not prepare students for real life. Therefore, it is thought that it would be more difficult for students from single-sex contexts to adjust to society after graduation. Conversely, there are many reasons for why parents prefer single-sex schools to co-educational schools. Research by Pahlke and Bigler (2014) explored mothers' preferences during the period of school selection. The findings revealed that mothers' thought that “friendship” and “interests” were the main advantages of single-sex schools. Specifically, mothers believed that girls make better friendships with girls. In terms of interests, mothers believed that girls had more common interests with girls than boys. The authors proposed that the shared interests among girls in schools allow teachers to concentrate on girls' interests while teaching lessons. In general, findings from the study

suggest that parents pay attention to their daughter's well-being and academic performance when selecting between single-sex and mixed school options.

To sum up, there are different views of parents toward single-sex education. The perspective of parents in Russian may provide additional insight into the field. The results of the current study may support, contradict, or extend the current body of literature on parental preferences for single-sex education.

2.10 Rationale for Current Study

Unfortunately, there is a dearth of research that explores single-sex boarding schools for gifted students in the Russian Federation. Much of the research describes children deprived of parental care (Ilchenko, 2020). To the best of this author's knowledge, the only Russian-specific topic is "Lifestyle of Students of Specialized Educational Institutions, and Lyceums" (Valeeva & Akberova, 2014). The authors investigated specialized boarding schools for students with offenses and lyceums that provide full-time student accommodation. The researchers provided an in-depth analysis of each educational institution and provided a comparison between the two. Interestingly, the investigation of lyceums revealed that only four percent of lyceum students had experience in smoking tobacco, only six percent of children had experience drinking alcohol, and none had any experience with illegal drug use. For comparison, the Ministry of Health of the Russian Federation reports that approximately 15 percent of teenagers smoke cigarettes (2018) and approximately 8.8 percent of children in Russia had experience drinking alcohol (HBSC, 2014). Another finding is that students in boarding schools for gifted students lack sleep and get tired faster.

In conclusion, the very small amount of research on single-sex boarding schools in Russian reveals that there is a gap in the research that can be explored. The research at hand focuses on one particular aspect of the intersection between gifted education, single-sex education, and boarding schools, that is, providing an understanding of the factors that

influence parental preferences for these schools and their expectations. It is intended that this research will function as a starting point for other researchers to explore these topics deeper in the future.

2.11 Conceptual Framework

According to Friedman (1955) the capacity for parents to select different schools for their children (or have their children apply to different schools) can stimulate educational organizations to improve and vary their strategic approaches. In turn, this can also lead to parents taking a more pragmatic, measured, and rational approach to school selection because of increased number of different types of schools and strategies. The theory that describes this market-based school selection process is Rational Choice Theory or Market Theory (Becker, 1986). This theory suggests that parents are able to choose educational organizations to best ensure maximum benefit to their children. Furthermore, with maximum benefit in mind, parents are able to order options from the least advantageous to the most beneficial.

According to Rational Choice Theory, there are three essential elements for school selection: *information*, *available choices*, and a *cost-benefit analysis* of the best option (Bast & Walberg, 2004). With respect to the current study, it is assumed that parents make use of all available *information* available to them including that available on websites and school policy documents. It is assumed that such information available to parents in Tatarstan would provide details as to what the *available choices* were at the time of school selection. Finally, for the Tatar parents to arrive at a final selection (or suite of selected schools to apply for), it is assumed that they made some form of *cost-benefit analysis* to weigh up the pro and cons of each school.

In the current Tatar educational context, it is assumed that the school markets are open, fair, and unbiased (see assumptions for Rationale Choice Theory, Bell, 2009), though this is not completely guaranteed and yet to be explored fully. Nevertheless, in accordance

with Coleman (1992), it is assumed that the boarding schools in the Tatarstan region are competing in many ways to market their programs to parents and attract top students and are forced to improve and implement better conditions to meet the needs of students and parents.

2.12 Conclusion

This chapter provided a review of the current literature focused on factors that influence parental choice of schools, the attitudes of parents toward boarding schools, and the perspective that parents have of single-sex schools. The review of literature, describing boarding schools and single sex schools, revealed their peculiarities and their demand in society. According to the studies, many elements impact parents' selection of an appropriate school including academic results, safety, and the recommendations of others. The chapter provides an understanding for which the results of the current study, based in Tatarstan, Russian, might be compared to. Given the paucity of research on parental choice of schools, single sex education, and boarding school for gifted students in Russia, this investigation will help to fill this research gap and help direct further work in this field.

The next chapter will provide a description of the research design, data collection tools, sample and site selection, and the ethical considerations that guided this study.

3. Methodology

This chapter covers the research questions, key aspects of adopted research design, definition of the central phenomenon, methods and procedures of data collection, data analysis, population of interest, and sampling approach of the study at hand. The last subsection of this chapter describes the ethical considerations.

3.1 Research Questions

The two main research questions of this study are as follows:

RQ1: Why do parents choose boarding schools for gifted students in the Republic of Tatarstan?

RQ2: What are parents' expectations of the boarding school for gifted students?

3.2 Research Design

According to Robert Yin (2016), five salient features describe qualitative approaches. The first is that the approach explores the life of society in "their real-world roles". The second characteristic is that it reveals human perspectives and views. The third and fourth features pertain to the approach's focus on the natural conditions of humans and helping to explain their behavior. The last feature of the approach is the potential relevance of different sources of information to the central phenomenon. The aim of this research is to understand why parents choose single-sex boarding schools for gifted students in the Republic of Tatarstan. The main data is parents' perceptions. Hence, a qualitative approach is suitable to the goals of the study as it will assist in providing an in-depth description of the central phenomenon.

For the current study, this researcher chose to adopt a basic qualitative study as the most appropriate research design. According to Merriam & Tisdell (2016), a basic qualitative study is used to show how participants construe their experience and how they place importance on it. This research also aims not to discover but to construct the view of parents

toward school choice and their expectations of single-sex boarding schools for gifted students.

3.3 Definition of Central Phenomenon

The central phenomena of the study are the factors that influence parental choice for choosing single-sex boarding schools for their gifted children. The findings of this research are expected to provide an in-depth understanding of the central phenomenon of interest.

3.4 Methods of Data Collection

To answer the research question, interviews (Appendix 2) and questionnaires (Appendix 3) were chosen as the most suitable method of data collection. The interviews are used to obtain detailed information from parents whose children are in the 7th grade while the questionnaires help to provide basic information about the parent respondents. However, based on a reading of the situation, the researcher can reorient the interview. The interviews and questionnaires make use of open-ended questions as this approach is useful when attempting to gain a deep understanding of the problem and to obtain and consider different points of view. The advantage of interviews is the opportunity to ask more specific questions of respondents to control the information that the interviewee receives (Creswell, 2014). According to Nunkoosing (2005), we interview when we want to know something about what another person has to say about her or his experience of a defining event, person, idea, or thing and we are interested in the person's cognition, emotion, and behavior.

The research aims to hear the views of parents about their school choice in a realistic and non-threatening way. Therefore, it was decided to conduct face-to-face interviews. According to Robert Yin (2016), there are two types of interviews: structured and qualitative. Structured interviews are more formal and have a list of questions that should be answered. Qualitative interviews are not "strictly scripted" and additional questions can be asked. In qualitative interviews, the researcher uses open-ended questions. Open-ended questions

enable researchers to gain a deeper understanding of interviewee and allows researchers to avoid “yes or no” questions.

The aim of employing adaptive person-to-person face-to-face interviews is to hear different views on parents’ reasons for selecting the schools of interest. It is also recognized that sometimes a person can feel uncomfortable sharing their true views in a group and may hesitate to share some thoughts in front of others.

3. 5 Population, Participants, and Sampling Approach

The study was conducted in single-sex boarding schools for gifted students in the Republic of Tatarstan. These lyceums are not typical educational organizations for this region. Most schools in the Republic of Tatarstan have mixed classes and the students go to and return from after their lessons. The boarding schools for gifted students in Tatarstan are former Tatar-Turkish lyceums. The lyceums are made available to either boys or girls independently, depending upon the institution. The boarding schools also offer full accommodation for their students. They were initially opened in 1992 by agreement with the Ministry of Educations of Turkey and the Russian Federation. The major subjects taught in lyceums are math, IT, and English. These subjects have extra hours.

As the study is interested in understanding the reasons why parents choose to enroll their children in these schools, only parents of the lyceums whose children study the first year in were considered the population of interest. As the lyceums accept enrolled students who have completed six years of compulsory schooling, the research focuses on parents of seventh grade students.

In this research, purposeful sampling was used. The purposeful sampling approach is employed when “researchers intentionally select individuals and sites to learn or understand the central phenomenon” (Creswell, 2014). According to Teddlie and Tashakkori (2009) this type of sampling helps to obtain more detailed data. For this research, eight parents of newly

enrolled seventh-grade students were selected. Typical purposeful sampling is the most suitable here because the study intends to focus on persons or sites that are “typical” to those unfamiliar with the situation (Creswell, 2014). The purpose of using the aforementioned sampling method was to identify participants among typical parents of boarding schools for gifted students. The group of parents of seventh graders are representing the total population.

The first step of conducting an interview is forming an interview protocol (Appendix 2). According to Creswell (2014), interview protocols are made by the researcher that include pieces of advice for the process of the interview, the questions and prompts to be asked, and place to take notes of answers from the participants. The protocols also include questions that help to elicit the opinion of parents toward school selection and begin with more general questions and end with more specific ones.

3.6 Data Collection Procedures

The participants were recruited purposefully from two different boarding schools for gifted students in the Republic of Tatarstan. The researcher sent the invitations to potential participants through gatekeepers—vice-principals of the schools. As mentioned, there were two data collection instruments: a questionnaire and an interview. The questionnaire is aimed to elicit basic information about their background as related to the parents’ children/education (Appendix 3). The interviews are used to obtain detailed information from parents of the seventh graders about their choice of and expectations for their respective boarding schools. There were eight interviews with parents, who experienced the school selection process. To obtain consent, the researcher went to the school and explained the purpose of the study. The researcher sent the informed consent form by telegram (via gatekeepers) to potential candidates. Those candidates that agreed to the terms of the interview then made this clear in their message back to this author.

The semi-structured interviews were used as the main instrument for data collection. This instrument focused on eliciting information about the perception and experience of parents. Thus, the purpose is to understand the factors of boarding school's choice.

Semi-structured interviews aim to identify the point of view of participants regarding to topic under investigation (Patton, 2022). Therefore, it makes the study more inclusive of the various perceptions and views of the research participants. In addition, according to Bryman (2016), due to the same structure of interviews, the researcher can make reasonable comparisons between the responses from the different participants and understand the situation on a deeper level. Another advantage of the semi-structured type of the interview is that of flexibility whereby the researcher obtains additional and often more detailed data that can complement and augment the data derived from the more structured set of questions asked of respondents (Creswell, 2014).

This research involved parent participation in a one-on-one interview and a simple questionnaire. The duration of the interview was about an hour and the questionnaire took about five minutes. The interview took place at a co-working space, Prospekt Gabdully Tukaya, 46B, Almetyevsk; Dekabristov St, 85B, Kazan, or, if the participants preferred, took place in the library, or at their respective homes. A series of questions was asked about their experience and their decision to choose the lyceum, where their child is studying. If the parents did not wish to answer a question during the interview, I moved on to the next question. With the verbal consent from the participants, I audio recorded the interview to facilitate the collection of information.

After the completion of the interview, all participants were provided the opportunity to be sent the findings. It should be noted that, at the end of the study, any information related to participants was destroyed. I conducted the interviews at the end of the week in the Russian education system's fall semester, 2022. The reason for this decision was that there

were parents that travelled from other regions to pick up their children at the end of the term. This provided the opportunity to hear more voices from the parents of the children, one of the priorities of this study.

Most of the parents did not know the English language at all or otherwise spoke it poorly. Hence, the language of the interviews was Russian. In addition, during the interview, respondents were encouraged to confirm their interpretations of some phrases. For example, parents could understand the meaning of school quality in different ways. Finally, after the interviews, it was necessary to translate the records into the English language.

3.7 Data Analysis

Data analysis for qualitative research is a bottom-up process according to Cohen (2018). For the current study, the data that was obtained provides a direct answer to the research questions. According to Creswell (2014), there are six steps to analyzing interviews. The first three steps include the researcher (1) preparing the data for analysis, (2) understanding the research objectives, and (3) organizing a matrix or table. For these initial three phases, according to Merriam and Tisdell (2016), it is important “to make decisions that narrow the study” (p.197). The next three steps include (4) transcription of the audiotape into text, (5) reading, and re-reading the data, and reflecting on it, and, finally, (6) dividing it into parts by hand.

As suggested by Merriam and Tisdell (2016), while reading and re-reading the actual data, I wrote comments and divided and organized the text into major themes. The themes were then divided in accordance to which they were relevant to and provided answers for each of two the research questions. Specifically, the thematic data analysis generally involved the following seven structured steps: familiarization, coding, generating themes, reviewing themes, defining, and naming themes, and writing (Braun and Clarke, 2006). However, Byrne (2021) thinks that this structure should not be strictly followed by researcher; steps can be repeated or moved

forward and back during the data analysis process. Therefore, in accordance with Byrne's arguments, for the data analysis in the current study, I did not completely follow the seven structured steps chronologically. I allowed for and implemented some level of flexibility in the process.

After that, I obtained a general sense of the data, translated the entire interview transcripts into English, and then coded it. The quality of the translation was also checked via colleague also fluent in English to ensure accuracy. For instances when my colleague thought that the translation could have been improved, we arrived at a consensus. This level of quality assurance was considered adequate for the current study. I determined that lean coding was more suitable for this project as it seemed more relevant to me. In the end, I summarized the findings and consolidated answers to the research questions. These sequences enabled me to arrive at the appropriate conclusions.

3.8 Trustworthiness

According to Lincoln and Guba (1985) there are four elements that establish the trustworthiness of the qualitative data in the study at hand: credibility, transferability, dependability, and confirmability.

One of the criterion to ensure credibility is triangulation. Triangulation involves the use of different references or data that establish repeated outcomes. In the current study, the interviews were conducted with many parents from different schools to gather data and repeated outcomes (i.e., parental opinions and perspectives) were noted as more credible. Another method to ensure credibility is comparing the results vis-à-vis peer debriefing (Lincoln & Guba, 1985). In this study, I had a close colleague review the main field notes and transcripts that I had generated from my research. This was done to ensure that I had not missed any key points of ideas as expressed by the parent participants. At the end of the interview, a summary of the general interpretation of the parent participants' responses was

offered back to avoid any misunderstandings and to clarify the intended meaning of the responses.

One of the factors that can establish transferability is the opportunity to use the findings in different contexts. The current survey was made with participants from different cities, with different population groups. The schools were also distinguished: one of them was only for boys and the other was only for girls. Therefore, consistent findings across both school types could be deemed more transferable. Thick descriptions were also used to provide readers with sufficient detail of the context for which the parent participants found themselves. For example, religious and other cultural aspects particular to the Tatar context were given sufficient attention. It was thought that such attention might more realistically reflect regional mores.

The current study focus and key topics were discussed informally with both my supervisor and other teaching colleagues from other boarding schools for gifted students in Tatarstan and Kazakhstan. By adopting such an approach, it was thought that any anonymous or non-repeatable findings might be picked up on and given sufficient consideration.

Confirmability of the study means ensuring that the qualitative data was checked and rechecked throughout the data collection process. Throughout the process, a clear coding schema was adopted from the start to ensure that the same process could be generally repeated by others.

3.9 Ethical Concerns and Risks of Research

According to the American Psychological Association (APA, 2010) some items should be considered while doing qualitative research. The research was deemed as potentially useful for all research stakeholders and the researcher understood his professional responsibility to the community. Also, there was respect for people's perspectives and the concern was taken to ensure the accuracy of the transcribed data.

The research started only after obtaining approval from the ethics review board at Nazarbayev University Graduate school of Education. Before the interviews, I acquainted all participants with the aim of the research. Parents were informed that they could end the interview at any stage that they wanted. I saved all associated data on a password protected personal computer. I was the only person who had access to this information. All these data were kept for three years before deleting. Pseudonyms were used instead of participants' names to help ensure confidentiality.

Parents in this study were only considered exposed to minimal risk. For example, it was possible for a third party to overhear something that someone said during the interviewing process or it is conceivable that my computer could be hacked. I tried to avoid these risks: the interview took place in a separate room and a unique password was used to protect my computer. If the participants were stressed or felt uncomfortable, I skipped the questions, supported them, and we took a break.

This project offered several potential benefits to the participants and stakeholders. First, it was an opportunity for parents to share their experiences for choosing schools for their child. Secondly, participation in the research was of great significance to raise the awareness of parents' needs and to contribute to the development of effective strategies to work with the students and parents of children of these lyceums in order to satisfy their needs. Therefore, school leaders can become more aware of difficulties that parents and students of lyceums might be facing and potentially make adjustments to improve school life.

3.10 Chapter Summary

This chapter covered and justified the methodology of the research designed to investigate parental choice of single-sex boarding schools for gifted children in the Republic of Tatarstan, Russia. A basic qualitative study is used to identify how parent participants

construe their experience and how they place importance on it. The interviews with open-ended questions were directed to obtain information from parents—specifically, their opinions and views on the selection of boarding schools for gifted students with single sex education. All participants were chosen purposefully from newcomer parents. The education in these lyceums starts from the seventh grade, so only parents of children of this age-group were chosen for this study. Data analysis was a bottom-up process. This methodology was applied to obtain a deep understanding of the phenomenon under investigation. Procedures were also put in place to ensure the anonymity of parent participants and to ensure the robustness and validity of the results. The next chapter will cover the findings that arose from qualitative data analysis.

4. Findings

4.1 Introduction

The previous chapter provided a detailed explanation and justification of the research design, methods, and data analysis of the present study. This chapter presents the analysis of the data that was collected from the one-on-one interviews. The current study aims to understand what factors affect parental choice for selecting boarding schools for gifted children. More specifically, the study's research questions attempt to identify (1) the academic and non-academic factors that influence parental school choice in the Republic of Tatarstan and (2) the parental expectations of boarding schools for gifted students. The data was manually transcribed and analyzed using codes that helped organize the data into particular themes and sub-themes. The findings are reported according to the derived themes after analyzing the transcribed information. The themes and subthemes are summarized in Table 1. The order is presented from the most frequent to least mentioned.

Table 1
Derived Themes and Subthemes from Transcribed Data

Main Themes	Sub-Themes
RQ1: Purpose of school selecting	<ol style="list-style-type: none"> 1. Value-based education 2. Individual/personal approach 3. Quality of teachers 4. Academic quality 5. Surroundings/selection 6. Single-gender education 7. Accommodation and Nutrition
RQ2: Expectations of parents	<ol style="list-style-type: none"> 8. Non-academic 9. Academic

Henceforth, each of the derived subthemes for RQ1 and RQ2 are described in more detailed and enriched with personal quotes from the research participants. First, a description of the emergent factors that influenced parent school choice is provided.

4.2 RQ1: Academic and Non-Academic Factors that Influence Parental School Choice in the Republic of Tatarstan

4.2.1 Value-Based Education

Many parents believe that value-based education plays a key role in the development of their children. Moral education was highly rated by parents. Many participants often reported that value-based education was the most important factor that influenced their selection of these schools. The parents conceived moral education at a young age as highly influential to the lifespan of children. In addition, some participants equally prioritized moral and academic education and noted both as very important.

Moral education was for me in the first place. He will finish school, but then he still has life. (P1, Participant 1)

I knew these traditions and wanted my children to continue these traditions, [accept] these values. That stood in first place. (P6, Participant 6)

I did not want my child to be educated, but rather not be rude or egoistical. (P7)

Parents from both boarding schools noted that lyceums provide education specific to boys and specific to girls. It was apparent that some of the participating parents thought that boarding school could meet their child's specific gender-related needs. Interestingly, some parents believed that boys should generally be educated by men, and girls should generally be educated by women.

Me as a woman could not give him this male education (P2)

An up-bringing in a women's collective and the installation of female values played important role (P6)

In addition, some participants stated that moral education is very important for society in general. Some parents voiced the idea that a lack of moral education could be a threat to the environment. Parents thought that while a person might be well-educated, it does not mean that their behavior is superb.

Moral education is very important for girls, because they are our future mothers and will teach their children (P 7)

The presence of knowledge in itself does not form a full-fledged personality. History knows many examples of when capable, talented, and highly educated people, due to their weak upbringing, got themselves into unpleasant stories, to put it mildly. A highly educated and at the same time ill-mannered person is a threat to society. That is why one of the most important factors is the upbringing of a person, a person with high moral qualities. (P 8)

Parental conceptions of value-based education were also tightly connected with respect for the opposite gender as a child quality. Some parents chose boarding schools because they hoped that their children would attain certain values. For example,

Respect for elders, respect for the opposite [female] gender—that is what I wanted to see in my child (P7)

I wanted my boy to be purposeful and independent in the future (P3)

To sum, value-based education is an important factor for school selection identified by participants. Parents believe that it can influence their child's future life in general. It was also found that educating children according to their gender peculiarities is important to parents. Parents also revealed that they believed that moral education influenced not only individual students but society as a whole.

4.2.2 Individual/Personal Approach

Most of the parents highlighted the personal approach that exists in boarding-schools. Parents associate it with small class sizes and a larger proportion of teachers and educators. Teachers also spoke of the overall small number of students in such boarding schools, i.e., ranging between approximately 250-300 students.

From the parents' point of view, classroom teachers are not able to deal with a huge number of students. One participant from Kazan city underlines this perspective.

In our previous school there were 2,200 children. There were 14 parallels of 30 children. No one knew my child: who she is or where she comes from. I didn't know other parents, I didn't know any other children. [However] There were only 80 teachers for the whole school [boarding school], which is extremely, extremely small. And here, let's compare women's lyceums. Yes, there are about 290 children studying here. And this is almost 10 times fewer [the number of students]. (P5)

Concerns about school size was also an issue for parents in Almetyevsk city, despite the fact that the city is much smaller. Here, Parent 1 speaks of her experience of overcrowding.

The school, where we studied in the new district, by the way, is crowded, especially the new district. In general, we had more than a thousand students, and it is as if this leads to the fact that the school becomes just a kind of robot, like a "shepherd", that just "herds" children. (P1)

From another participating parent's point of view, one of the reasons why the individual approach is not as strong in common daily schools in Tatarstan is that teachers are

overworked. The parent thought that they had no time to deal with every child and improve upon their strengths and other features. The parents desired a more personal approach from their children's teachers.

He [teacher in common daily schools] doesn't have time. He works from 8 a.m. till 2 p.m., yes. He just has no time to concentrate specifically on the ability, on the strengths of the personality of this particular child. (P4)

Another participant noted that in boarding schools, children get more attention because of the additional presence of educators in dormitories and mentoring programs. The educators organize different events for whole classes and activities for smaller groups. The students in senior classes are involved in the education process and help to solve the problems of younger students.

The classroom teacher [in the boarding-school], she pays more attention than in ordinary schools. Secondly, there are educators, and thirdly, there are, how to say, here are high school students, as educators, what are they called, *Bashkans*, yes. They treat them [their junior classmates] like their sisters, they help them cope with some teenage problems (P 5)

Additionally, participants underline the focus of boarding schools, and especially of teachers and educators, on individual approaches to learning and the development process. The parents noted that staff do not single out someone, so everyone has an opportunity to speak out and participate in every event. Also, parents thought that teachers and educators in boarding schools were more likely to detect any peculiarities or unexpected behaviors of students and share it with the parents. This element was seen in both boarding schools sampled.

Here they are trying to reveal their personality to him. Such an individual approach. For everyone. They ask everyone in a personal way. (P3)

During parent-teacher interviews, I can come to every teacher, and they will tell you [about your child's performance and behavior] in detail (P6)

Our educator came to our house, we talked to him for 4 or 5 hours, he asked about everything, he was really interested in son's development. (P2)

One of the reasons why parents decided to leave their previous schools and choose boarding schools was the individual approach. There are two main driving factors that were determined by parents: the overcrowdedness of common daily schools and concentration of boarding schools on the upbringing process of each student.

4.2.3 Qualities of Teachers and Their Relations toward Students

The apparent higher frequency of interactions between students and teachers in the boarding schools was highly valued by participating parents. Some parents even placed this as the most important factor for why they chose to enroll their children in the boarding schools.

The number one [reason] is human qualities [of teachers]. (P2)

Teachers play a big role, I have heard that moral education and teachers are strong in that lyceum. (P 3)

Moreover, according to participants, it is the teachers who are responsible for the atmosphere in the school.

Teachers make the family environment, support students (P 4)

On the opening day, I saw teachers who worked with soul. I can tell when someone “works for a tick” [less altruistic reasons]. (P 6)

According to participants, the unique features of the teachers are one of key factors considered when choosing boarding schools for their children.

4.2.4 Academic Quality

One of the purposes that influenced parents to enroll in the local boarding schools was academic qualities of boarding schools. Some of the participants mentioned that this criterion was the most important. One of the reasons why parents decided to leave their previous school was the low levels of knowledge.

The gymnasium [where I used to enroll my child] did not provide that level of knowledge that we expected. [However], in the current lyceum, Math and English classes are streamed by ability levels. (P1)

The moral education and academic results stay in the first place for us. Maybe academic education is even more important. (P3)

The first criteria [for me] was academic quality. His aim was to study outside of Tatarstan. He said “I do not want to study in Tatarstan. I need a good academic education. (P2)

The level of worldview and thinking is high here. (P6)

Some participants thought that their child’s upbringing should primarily be based on home experiences. They believed that school should only support this and that the main aim of the lyceum boarding school is to provide academic knowledge.

The main purpose of the school is [to provide] an educational function; an additional purpose is the upbringing of the individual. The upbringing of a child primarily takes place in the family, not at school. Thus, the first important factor is a high level of education. (P8)

For some participants the main factor for selecting boarding schools was the focus on academic achievements. They noted that in comparison with common schools, boarding schools provide a higher level of academic education. However, it should be noted that some parents did not mention academic quality as a factor of school choosing to enroll their children in the boarding schools.

4.2.5 Surrounding/Selection

The school environment that children spend their time in is of major concern for parents. This factor was mentioned almost in every parental interview. The parents believed that the surroundings have an important influence on pupils. Participating parents also believed that a competitive environment was also beneficial.

I want a healthy environment for my child. He can be not on the top [according to grades], the middleman, but it is better to be the weakest among the strongest. (P1)

I knew the husbands of my friends. They worked as teachers in the lyceum, and I understood that I wanted my child to study in that atmosphere. So my child was like them. (P3)

To find the right environment for my child is my primary issue. (P2)

A negative atmosphere was one of the reasons why children had to leave the school that they studied earlier. Parents believed that they should fence their children off from environments that have a bad influence.

I was depressed that my child was among these kinds [who behave badly] of students. I tried to explain to him, do not pay attention to them. But the discipline started to get worse. (P3)

Some participants explained why selection of children was one of the major criteria for school selection. Parents underlined that merit-based selection positively influences the attitude not only of their children, but also of other parents of the school. Parents stated that the way of thinking can change.

It is very important that children are happy with the selected school. When children go to the [public] school nearby, parents have such an attitude that school is obliged to teach them. And children behave like this [poorly] with teachers. When your children go through a competition, through selection, they understand perfectly that they can be excluded from school at any time. (P6)

Selection creates healthy competition among boys. Also, parents start to respect each other. There are no unashamed parents. (P2)

Another parent described the advantage of the school environment created by selective enrollment by boarding schools. They believed that selection leads to a situation when only good students stay in the class, and they thought that this would positively influence class outcomes.

But when you see that most people do something good and enjoy it, you start to enjoy the good too. (P5)

The boarding school surroundings and its atmosphere were noted by parents as a crucial factor. Moreover, some parents attempted to remove their child from the negative influence of the child's previous school.

4.2.6 Single-Gender Education

Parents also mentioned single-gender education as an important factor for choosing the boarding schools. There were many reasons why this criterion was important for parents. Participants thought that single-gender education positively influences the teaching and learning process. For example, one of the speakers noted that the growth of children happens in a different way. That is why, from one of the parent's point of view, the strategy of teaching should be differentiated.

Boys and girls develop differently, their needs and values are different. The boys need more of an atmosphere of competition, but it is not so important for girls. (P6)

Another parent stated that in single-gender schools, the attention of children is directed on learning, though in mixed-gender schools, pupils can be sidetracked.

Only boys study at this school [boarding school for boys], there are no girls. This approach leads, on the one hand, to the fact that the guys do not have any unnecessary distractions [at school and during lessons]. They have the opportunity to adjust to the class faster and find like-minded people and friends based on common interests inherent exclusively to males. (P8)

In addition, another parent shared the opinion that the presentation of subject content should be presented according to the gender of the child. In their view, it is easier for male

teachers to explain content to male students and female teachers to explain content to female students:

According to gender, teachers know how to explain the material. Female teachers understand in what way to deliver the lesson [to female students]. (P6)

The psychology of boys and girls is different. With girls you behave in one way, with boys in another way. (P5)

Parents also believed that single-gender education helps to reveal the abilities of children. Some parents explained that boys can hesitate to show their abilities in front of girls and on the contrary girls can refrain from exhibiting certain skills when there are boys nearby.

My daughter could not go to choreography, she was scared, but now her self-esteem has risen. If there were boys [present], she would not go there [attend this class]. (P6)

As there are a lot of people who identify themselves as Muslims, single-gender education met the needs of these parents.

There are no [not a lot of] religious schools in our area, so this format suits us. It is very important for us. Our daughter puts on a headscarf, she feels comfortable there. (P5)

To sum up, single-gender education was considered positively by parents. The participants noted gender-specific teaching strategies, conditions conducive to revealing their children's abilities, and religious preferences as the main advantages of this format of education.

4.2.7 Accommodation and Nutrition

Parents from both cities underlined the importance of the dormitory and catering services provided in boarding schools. Accommodation was more crucial for parents from Kazan, because of the city size and the distance from home to school.

To drive from one part of the city through traffic jams [each day]—it is a torment. Especially in winters. Also, I liked the format of the dormitory [and] the system of mentors. Mentors maintain order. (P6)

In addition, one of the participants from Almetьевsk, even if this city is small, noted this criterion as important, because of the location of the school.

The lyceum is located on the outskirts, so I could not drive him there everyday.
(P1)

Nutrition was one of the least mentioned factors noted by parents. Only one participant said that it was one of the factors considered for selection

Also, nutrition is very important. I knew that there was very good nutrition here.
(P3)

Overall, accommodation and nutrition appeared to not be the most prominent factors, but they could play an important role when considered in relation to other factors such as distance to school for some families and potentially less nutritious meal options in other alternate schools.

4.3 RQ2: Parental Expectations of Boarding Schools for Gifted Students

Expectations of parents can be divided into two main groups: related to academic and non-academic factors. The main non-academic expectations from parents was the assumption

of moral education, while the main academic expectations were strongly associated with the academic factors that motivated parents to select the boarding schools in the first place.

4.3.1 Non-Academic Expectations

The participants had the expectation that the school values at the boarding would positively influence their children. Specifically, most parents believed that the responsibility for raising their children should be the responsibility of both the family and the school.

Human qualities are taught by parents, but sometimes we do it correctly, so we should do it together. (P1)

While parents expected schools to support the development of human qualities, parents also expressed that they expected the schools to support and provide the appropriate conditions for the psychological development of their children:

I want my child to be able to psychologically adjust to different situations. And I want him to be able to choose what he wants and reach it. (P2)

Expectations of parents are also related to the future careers of their children. They believed that the boarding schools might better support their children to find a beloved profession, one that reveals their best attributes and is ethical:

I wish that he will know what he wants from this life. And to be morally educated. (P6)

Parents also expected that their child would be more independent as a consequence of being more disciplined and responsible:

First is that I want to see her setting goals and achieving them. The second is moral stability and discipline. (P5)

I am waiting for a high level of self-organization and independence. (P8)

To sum up, the expectations of parents were inextricably linked to psychological conditions, their children's future careers, and the appearance of moral features that might help them in the future. It is worth noting that some of the participants do not have any non-academic expectations from school.

4.3.2 Academic Expectations

Academic expectations were highlighted by parents as important and they expect that their children would achieve a good education and successfully pass their exams. The parents believed that excellent exam results would open up more opportunities for their children in the future, such as options for university.

Of course, it is an academic education that will give him the opportunity to enroll in a university and get higher education in his chosen specialty. (P1)

I want my child to pass the EGE [exams] successfully. (P2)

Overall, despite boarding schools being famous for high EGE and Olympiad results, academic expectations were underlined only by few of the participants.

5. Discussion

5.1 Introduction

The previous chapter presented the key findings from the individual interviews with the participants of the study. The aim of this chapter is to discuss the major findings that were revealed during the data analysis process in relation to the literature that is relevant to the purpose of the study. Thus, this chapter aims to answer the two main research questions about parental choice and expectations of boarding schools for gifted students in Tatarstan. The discussion of the findings was guided by the following two specific research questions: what academic and non-academic factors influence parental school choice in the Republic of Tatarstan? and (2) What are the parental expectations of boarding schools for gifted students? The findings were divided into two main sections according to research questions.

5.2 *Academic and Non-Academic Factors Affecting Parental Choice*

5.2.1 *Value-Based Education*

The most frequent response of the parent participants to their choice for choosing the boarding schools was value-based education. In the literature review, this factor was not featured prominently as it was rarely referred to in the literature. The only time it was mentioned was in the journal article “Boys’ Boarding School Management: Understanding the Choice Criteria of Parents (Debbie Vigar-Ellis, 2013). According to the Vigar-Ellis study, factors such as behavioral education was a third-ranking criteria as academic quality and student safety featured as most important for parental choice of single-sex boarding schools in South Africa. Nevertheless, parents in the South African study underlined the strong value system of such schools that builds student independence and character. The reason why this developmental element was so rated by parents in the Republic of Tatarstan may be associated with the specific sample schools’ orientation and focused on values. This finding also reveals that, unlike in other settings such as South Africa, parents that select boarding schools in the Republic of Tatarstan, consider non-academic school qualities more valuable than academic

results. The study revealed that single-parent families try to give boys to boarding schools with predominance of male staff. They believe that boys should be educated by men to nurture male qualities. According to Rosstat (2023) the percentage of divorces in the Republic of Tatarstan is 52.3%. It means that there are many children that are brought up in single parent families.

5.2.2 Individual Approach

The individual approach of the boarding schools mentioned by parents could be considered the second most important factor. There are three main features that were underlined as part of this motivation. The first feature is that boarding schools are many times smaller than common state schools. This feature pertains to both an overall smaller number of students and an improved student-staff ratio. The second feature is that the number of staff that are responsible for any individual student is higher in comparison to other public schools. For example, in the boarding schools, the staff consists not only of class teachers, but also so-called *Bashkans* or mentors from older classes who take on an important duty of care. The third feature as mentioned by participating parents was that the teachers' focused on the disclosure of behavioral information to parents and clear lines of direct communication. This final feature of the individualized approach inherent to the boarding schools in Tatarstan was not mentioned in the literature review and could not be found in the literature. However, it should be noted that these newfound features may not exist in all boarding schools--the schools differ from one country to another. Boarding schools, like their state-school counterparts, may also consist of a large number of students. So other boarding schools in the Tatarstan region and elsewhere may not always provide such an individualized approach for their students.

James Garvin (1987), in the article “What do parents expect from middle level schools?”, supports the idea of importance of the individual approach. Parents expect that there will be some adults or teachers whom every child can address their own worries to and have the opportunity to be heard. This need of parents appeared to arise from their perception that public middle schools were enormous and consequently more “impersonal” (page 3) In other research on parental perceptions of schooling, individual attention was named as one of the most important expectations of parents (Erickson, 2017). In that study, this factor was even seen as more important than academic quality. Therefore, the Erickson study points to the potential shift in priorities of parents from academic results to non-academic outcomes.

Therefore, findings herein suggest that the personal approach and the need for children to share their problems and worries with teachers are central to satisfying the needs of parents and for making the selected schools more inclusive.

5.2.3 Qualities of Teachers and Their Relations toward Students

The qualities of the teachers play a big role during school selection. It is noted that, findings from different studies suggest that the quality of a teacher is often based on their professional features. For example, Ved (2021) identified that parents thought that it was important for teachers to complete teacher training and to make use of modern technology in the classroom. In this study, the participating parents underlined the human qualities and ability to lead the class as important factors for their decision. This factor was also another indicator that non-academic factors are quite prominent among parents in the Republic of Tatarstan.

The study by Alsuiadi (2016) “Reasons Influencing Selection Decision Making of Parental Choice of School” revealed that the quality of teachers drives the perceived “educational climate in class” (p. 203). The conception of parents in the current study

mirrored that of the parents in that original study. The significance of the factor “Relationship between students and teachers” was also proved in this study. Parents are waiting from schools fair and sincere treating from teachers toward their children.

Research by Al Shimri (1999) also supports the importance of student-teacher relationships for parental school choice. The participants stated that they preferred private schools because of the strong positive relationship between students and their teachers in those schools. This means that given the choice, it would appear that parents in both Tatarstan and abroad would likely select schools that are more likely to provide more quality relationships between teachers.

5.2.4 Academic Quality

Academic quality featured prominently in the literature review. Most of the studies put this factor as the most significant driver of parental choice of boarding and selective schools. The studies concluded that academic quality is recognized worldwide as the most prominent factor that parents consider when selecting schools (Rohde, 2019). It was revealed that parents generally pay more attention to the school’s capacity to teach mathematics and sciences (Alsuiadi, 2016). One of the reasons why academic quality is widely used to assess schools is associated with accountability. There are many indicators (for example, level of moral education and respect) that cannot be empirically checked. In this study, academic quality was, expectedly, also mentioned by parents. The boarding school was considered by parents as a good opportunity for their students to pass high-stakes exams and enroll in top universities. Parents believed that transferring their students from state schools to boarding schools could provide some advantages in the academically, though this did not appear to feature as prominently as in other studies and educational contexts. Therefore, the prominent

role of the that the aforementioned factors of school values, individualization, and student relationships could be explored further in the future.

5.2.5 School Selection-Based Criteria and Atmosphere

The boarding school enrolls students based on a merit-based selection system. The Parents believed that selection based on achievements can help to organize a healthy atmosphere and environment in the school. In addition, participants believed that the selection process itself ensured that all parents appreciated their children's opportunity in the school and also ensured students partook in healthy competition with each other. This factor appeared to not be widely presented in the academic literature. One of the reasons for this is that the boarding schools mentioned in the literature do not involve merit-based selection and are often made up of students from the countryside and other cities. Nevertheless, the current study suggests that parents viewed the merit-based system as a potentially positive factor that helped develop their students' competitive nature in a supportive environment.

Ved (2021) in the research "The Factors Impacting Parental Choice in Picking Non-Public Schools for Their Children" mentions the factor "school environment" as the most influential for parents during school selection. However, this was not connected to the selection process. The current study perhaps identifies a new criterion for parental choice of selective boarding schools—more research may be undertaken to understand this phenomenon further, especially for single-gender selective boarding schools.

James Garvin (1987) also supports the atmosphere factor as crucial for parents. In his study, he underlines the concerns of parents about negative influence of society in schools. His study revealed that parents expect schools to be healthy environments conducive for supportive friendships to develop among students.

5.2.6 Single-Gender Education

Some parents in the Republic of Tatarstan believe that single-gender positively influences the education process. They note that boys and girls develop differently and the ways in which information is communicated to these gender groups should vary accordingly. This opinion was supported by research by Eisenkopf and Hessami (2011). They studied single-gender education and revealed that, for example, higher results by the female students may have been due to the lack of gender stereotypes and competitiveness in the single-sex school contexts. However, there is conflicting research on the effect of single-gender schooling in post-Soviet countries—for example, students from single-sex contexts in Kazakhstan tended to exhibit lower levels of academic purpose and motivation in university settings (Gilazh, 2022). Clearly, more research is needed in this area.

Another study by Pahlke and Bigler (2014) explored mothers' preferences during the period of school selection. The authors proposed that the shared interests among girls in schools allow teachers to concentrate on girls' interests while teaching lessons. Interestingly, findings from PISA (2012) suggested that there are only three countries where girls feel better about studying math than boys. These three countries were Jordan, Qatar, and the United Arab Emirates, all Muslim countries with universal single-gender education. Therefore, this finding actually support the idea of parents about the positive influence of gender-based education.

It is worth to say that the Muslim religion was one of the factors for why single gender education was highlighted by parents. According to the Tatar census (2022) a total 2,091,175 persons (53.2%) identified as Muslims in the Republic of Tatarstan. Therefore, it there may have been strong religious reasons for why the parents were motivated who have their children enrolled in single-gender schools.

5.2.7 Accommodation and Nutrition

The factors identified as accommodation and nutrition were not widely represented in research literature. Likewise, this factor only featured as important for a few parents. Specifically, the current study revealed that the provided accommodation was more important for parents from Kazan, because of transportation issues associated with the population and size of the city. In most cases, parents were positive about the fact that students resided in the dormitory and were provided with five meals a day—however, these factors were not considered as dominant. Hence, accommodation and nutrition cannot be counted as the main reasons for parental school selection in the current study. This may be associated with the specific context of Russia, a middle-income country that provides school children with meals in schools. For example, the aforementioned Debbie-Viggar Ellis (2013), based on school systems in South Africa, provided empirical evidence for the importance of nutrition for parents. They do not want their children to feel any hunger and discomfort. According to the survey, parents believed that healthy nutrition has a positive impact on their children's emotional well-being of pupils, academic results, and physical perception. Also running counter to the findings of the current study, Ved (2021) revealed that providing accommodation is not an important factor for parents of boarding school children. According to the study, parents are more likely to choose schools which were of walking of 30 minutes or less from their homes. It means that the participants will prefer day school nearby to boarding school. Therefore, the more anomalous findings of this study to do with nutrition and accommodation may be context specific.

5.3 Parental Expectations of Boarding Schools for Gifted Students

Upon review of all of the current available literature, it became apparent that the expectations of parents were not widely described by authors. Most of the studies are focused

on school selection itself and school assessment. The current study, therefore, extends the previous literature by revealing what parents actually expect from school while their children participate in the boarding schools.

There were cases when some of the parent participants did not have any specific expectations of the boarding schools. They believed that the majority of parental expectations might depend on the family and the child. Nevertheless, according to responses, parental expectations could be divided into two categories: academic and non-academic expectations. A discussion of each of these results is now provided.

5.3.1 Non-Academic Expectations

The most frequent factors that influenced parents' decision to support their children's enrolment in the boarding schools were value-based education and the individualized approach to learning provided by the schools. In terms of non-academic expectations, parents believed that by studying at boarding school, their children might reveal their underlying identities and develop positive qualities. Moreover, responses from parents suggested that student success was equally attributable to both academic and non-academic factors.

Aligned with the current findings, research on parental expectations of boarding schools suggests that non-academic outcomes were equally if not more important than academic outcomes. Vigar-Ellis (2013) found out that parents expect from boarding schools the development of independence and the building character in children. The participants highlight that living in a dormitory can help their male children by "weaning them [boys] off their mothers' support" (p. 9). Moreover, based on the direct statements of the parents, the author posited that the children's independence and strong character were related to value-based education and the strict discipline of the schools. Therefore, findings from the Vigar-Ellis study align very well with the findings of the current study. The same answers were

given by parents in the boys' boarding school in Almetyevsk city, Tatarstan. In another study, Ved (2021) revealed that "School environment" stood higher than academic results according to parents' point-of-view. In addition, the factor described as "Student welfare" was also highlighted by parents as primarily important. Therefore, findings from both the Vigar-Ellis and Ved studies suggest that parents view non-academic factors as centrally impactful on the future of children.

5.3.2 Academic Expectations

Understandably, parents expected that their children might achieve higher academic results in the boarding schools compared to what they might achieve in public schools. Parents assumed that the school would provide more optimal academic support for their children and that their children would achieve higher results on standardized exams. Getting high exam results and enrolling to the top universities, from the parents' view, would lead to their children's success in the future.

Research by Haderlein (2022) identified the central importance of academic quality for parents. Based on the findings of this study, it became apparent that parents appear to pay a lot of attention to school academic performance as a proxy for the academic quality of the selected schools and expect their children to achieve well academically. Similarly, according to a study by Erickson (2017), the academic expectations of parents were identified as "very important". The parent participants believed that academic quality was related to critical thinking, study habits, and communications skills. In addition, like the parent respondents in the current study, parents in the Erickson study expected schools to develop this key attribute in their children and assumed that this would be a positive influence in their children's future.

6. Conclusion

6.1 Introduction

This final chapter summarizes the key findings, discusses implications, and suggests recommendations for policy, practice, and future research. The current study aimed to understand what factors affect parental choice in selecting boarding schools for gifted children. More specifically, the study attempted to identify the academic and non-academic factors that influence parental school choice in the Republic of Tatarstan and what are parents' expectations from boarding schools for gifted students. The following questions were addressed: 1) Why do parents choose boarding schools for gifted students in the Republic of Tatarstan? 2) What are parents' expectations of the boarding school for gifted students?

6.2 Revisiting the Research Questions

Why do parents choose boarding schools for gifted students in the Republic of Tatarstan?

This study revealed the following seven main reasons: value-based education, an individual/personal approach, the quality of teachers, academic quality, surroundings/selection, single-gender education, accommodation, and nutrition. Contrary to the research literature, the findings suggested that non-academic factors dominated over academic factors. Parents explained that the values of the school played an important role during school selection. They believe that academic results influence exams, but moral education influences a child's entire life trajectory. Some of the parents noted the threat that ill-mannered and unethical people pose to society. Such factors as the school's individualized approach to supporting students, the school surroundings and general feeling, and the quality of teachers speak to parents' faith about the impact of the overall experience that the boarding schools have on their children's development.

Many of the motivational factors revealed in this study appeared to not be covered in the literature, or at least did not appear to be prominent at all. For example, the schools' individual approach to learning, the connection between the selection process and the school

surrounding/environment, and aspects of accommodation and nutrition are highly valued by parents in the Republic of Tatarstan. Unexpectedly, academic quality, which is recognized worldwide as the most prominent factor that parents consider when selecting schools, was not among the most popular factors. The current study revealed that the mere academic results of these schools do not capture the full range of essential characteristics considered by parents when making the selection for such schools. The clear implication for this is that non-academic factors should be considered as a highly relevant area to inform parents about when advertising to parents to enroll their children in entrance exams for such schools.

In addition, single-gender education and the specific gender-specific psychological view of parents, was not presented in literature review as a factor that influenced parents' school selection of boarding schools. In current study, the parents believed that the development of boys and girls proceeds differently, so the educational process should vary. This view runs contrary to the generally accepted social constructivist view of parents in the West that a child's gender has little bearing on the way that they learn. This conception from parents may have also been linked to religion, though religion itself was also mentioned as a distinct reason for why the parents selected such schools.

What are parents' expectations of the boarding school for gifted students?

Findings suggested that the expectation of parents are reflective of the criteria with which parents selected the schools. The expectations could be divided into two main groups: academic and non-academic expectations. Academic qualities are connected with students' successful passing of exams and ultimate enrolment in top universities while the non-academic expectations were associated with the capacity of the boarding schools to support students to identify their strengths and reveal their unique competencies. These parental

expectations appear to be quite common among the boarding schools surveyed. The results of this research reveals the importance of boarding schools for meeting parents' non-academic expectations, which appeared to be quite unique in the literature.

To sum up, the findings from the current study may help the schools of the Republic of Tatarstan, Russia, and other post-Soviet countries to re-orient their key recruitment approaches to meet the needs and expectations of parents, especially non-academic related needs and expectations, and make the schools more attractive to families.

6.3 Recommendations

This section presents recommendations based on this study's conclusions, which are relevant to policymakers and school administrative bodies. Additionally, this sub-section will also suggest some implications for further research on the investigation of school selection factors in the Republic of Tatarstan and worldwide.

To meet the needs of parents and to recruit new students, school principals and administrators are recommended to pay more attention to non-academic factors such as value-based education, individualized approaches to learning, and the development of a healthy yet competitive school environment. Moreover, based on these research findings, it is also recommended for school administrators to get acquainted with the expectations of parents to make schools more inclusive. Even if academic results were not identified as the most important factor for parents, finding balance between this and non-academic factors remains crucial for school administration.

State and school policymakers are recommended to use the research results for assessing schools in the context of the Republic of Tatarstan. Since academic results were not the most important criteria for the parents' selection of such schools, key findings may help in the development of more appropriate and relevant indicators for evaluating school

performance. Moreover, the voice of parents, specifically the value that they place on non-academic aspects of school education, should be accounted for and communicated in the reframing of policy documents, school objectives, and procedures for evaluating school effectiveness. Moving forward, to motivate schools, the Department of Education of the Republic of Tatarstan may consider a more broad focus on the non-academic aspects identified as important for parents as bi-annual/yearly key performance indicators for schools. The non-academic focus of boarding schools, while a feature of the sample schools themselves, may also be important to parents whose children attend other school types in the Republic of Tatarstan and other post-Soviet contexts. Therefore, such other schools may consider at least exploring the importance of these factors for their students' parents.

6.4 Limitations and Directions for Further Research

There are several important limitations of this study, mostly associated with the way in which this study was designed. The main limitation of the research is associated with the relatively small number of participants who cannot represent the views of the parents of all the boarding schools in the region. As the results of this research suggest, school selection factors appear to be subjective and multifaceted, therefore it is difficult to generalize the current findings to other similar contexts. Consequently, a more significant number of participants could be involved in future research in order to develop a more thorough and comprehensive understanding parents' thoughts of factors affecting school choosing. There were only two cities represented in the survey. The inclusion of neighboring regions of Tatarstan may have increased the variety of responses of parents. Moreover, including participants from more varied regions could have provided a more nuanced region-related understanding of the factors that might affect parental school choice. Certainly, this research has identified non-academic criteria that warrant further investigation. Therefore, any future quantitative research on parental expectations should certainly aim to measure the degree to

which non-academic features such as values, student personality development, and healthy competitive environments. The current study concentrated on parental reasons for school choice at a single point in time. Therefore, it would be useful to explore whether the actual expectations might have been realized for their children upon completion. Another suggestion is to obtain information on parental choice and expectations vis-à-vis written responses. This was recommended by one of the parents. This may enable participating parents to concentrate more on questions and provide more detailed and broad responses. Interviewees can at times be bewildered and respondents may forget some important details.

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Appendices

Appendix A

INFORMED CONSENT FORM

The following has been translated as required into the languages of the research country/community and for GSE. For Tatarstan, Russian and Tatar are the official languages, and English is provided for GSE/NU.

Why do parents choose boarding schools for their gifted children and what are their expectations of this schooling? Evidence from the Republic of Tatarstan

DESCRIPTION: I invite you to participate in the present study I am conducting as part of my M.Sc. in Educational Leadership at Nazarbayev University about why you chose this school for your child. I would like to provide you with information about the research project. Your participation in this research is entirely voluntary. You may decide not to participate or to withdraw from this study at any time. The purpose of this qualitative study is to understand what factors affect parental choice in selecting boarding schools for gifted children. Through your participation, I hope to explore and understand what academic and non-academic factors influence parental school choice in the Republic of Tatarstan, and what are their expectations from a school with single sex education providing full accommodation.

TIME INVOLVEMENT AND FORMAT: This research will involve your participation in a one-on-one interview and a simple questionnaire. The duration of the interview is about an hour and the questionnaire will take about five minutes. The interview will take place at co-working (Prospekt Gabdully Tukaya, 46B, Almetyevsk; Dekabristov St, 85B, Kazan) - or if you prefer we can conduct the interview in the library or at home. You will be asked a series of questions about your experience and decision to choose the lyceum, where your child is studying. If you do not wish to answer any of the questions during the interview, I will move

on to the next question. If you are okay with it, I will also share the findings to confirm your responses, and will record the interview to facilitate collection of information, but it is okay if you choose not to have it audio recorded

RISKS: There are minimal risks to you as a participant in this study. For example, someone can hear something during the interviewing process or my computer can be hacked. I will try to avoid these risks: the interview will take place in a separate room and the password to the computer will be set. If you are stressed or feel uncomfortable, I will skip the questions, support you and we can take a break.

ANONYMITY AND CONFIDENTIALITY: I will be the only person who knows you are. Though excerpts from the interview will be included in the final research final thesis which will be available through NU report, your name and other identifying information will be kept confidential. Findings will be a composite of multiple people. I will save all copies in a personal computer with a password. The researcher will be the only person who has access to this information. All these data will be kept for 3 years before deleting. There will be used pseudonyms to keep the confidentiality.

BENEFITS: This project has several potential benefits to the participants. First, it is an opportunity for parents to share their experiences choosing schools for their child. Secondly, your participation in the research will be of great significance to raise the awareness of parents' needs and contribute to the development of effective strategies to work with students (your children) and parents of these lyceums in satisfying students' and family needs. Therefore, school leaders can become better aware of difficulties that parents and students of lyceums are facing and potentially make adjustments to improve school life

COMPENSATION: There will be offered tea or coffee during the interview. A copy of the research results will be available at the end of the study.

PARTICIPANT'S RIGHTS: If you have read this form and have decided to participate in this project, please understand that you are free to withdraw from the study at any time without giving a reason at any time without negative consequences to you or your child. You have the right to refuse to answer particular questions. The transcript of your interview can be available to you and I would like to hear your feedback on my findings.

CONTACT INFORMATION: If you have any questions, concerns or complaints about this research, its procedures, risks and benefits, contact the Master's Thesis Supervisor for this student work, Associate Professor Anna CohenMiller, anna.cohenmiller@nu.edu.kz, or if you have any concerns, complaints, or general questions about the research or your rights as a participant, please contact NUGSE Research Committee to at gse_researchcommittee@nu.edu.kz

Please sign this consent form if you agree to participate in this study.

- I have carefully read the information provided;
- I have been given full information regarding the purpose and procedures of the study;
- I understand how the data collected will be used, and that any confidential information will be seen only by the researchers and will not be revealed to anyone else;
- I understand that I am free to withdraw from the study at any time without giving a reason;
- I consent to have the interview audio recorded

Yes

No

- With full knowledge of all foregoing, I agree, of my own free will, to participate in this study.

Signature: _____ Date: _____

The extra copy of this signed and dated consent form is for you to keep.

ФОРМА ИНФОРМИРОВАННОГО СОГЛАСИЯ

Почему родители выбирают школы-интернаты для своих одаренных детей и каковы их ожидания от этого обучения? Подтверждение из Республики Татарстан

ОПИСАНИЕ: Я приглашаю вас принять участие в настоящем исследовании, которое я провожу в рамках магистерской работы в “Назарбаев университете”. Я хотел бы предоставить вам информацию об исследовательском проекте. Ваше участие в этом исследовании является полностью добровольным. В любое время вы можете принять решение не участвовать или отказаться от участия в этом исследовании.

Цель этого качественного исследования - понять, какие факторы влияют на выбор родителей при выборе школ-интернатов для одаренных детей. Благодаря вашему участию я надеюсь изучить и понять, какие академические и неакадемические факторы влияют на выбор родителями школы в Республике Татарстан, и чего они ожидают от школы с гендерным разделением и обеспечивающей круглосуточное проживание.

ВРЕМЯ УЧАСТИЯ И ФОРМАТ: Это исследование будет включать в себя индивидуальное интервью. Продолжительность интервью составляет около часа. Вам будут заданы ряд вопросов о вашем опыте и решении выбрать лицей, в котором учиться

ваш ребенок. Если вы не хотите отвечать ни какой-либо из вопросов во время собеседования, интервьюер переходит к следующему вопросу. Я надеюсь, вы позволите мне вести запись интервью, чтобы облегчить сбор информации, участие в интервью без записи также возможно

РИСКИ: Для вас, как участника этого исследования, возможны только минимальные риски. Во время проведения интервью вас могут услышать, также мой компьютер может быть взломан. Для избежания данных рисков интервью будет проводиться в отдельной аудитории, компьютер будет защищен паролем. Если вы почувствуете дискомфорт или стресс, я пропущу вопрос, поддержу вас и мы сможем сделать перерыв

АНОНИМНОСТЬ И КОНФИДЕНЦИАЛЬНОСТЬ: Собранная информация будет использована при написании отчета об исследовании, который будет прочитан научным руководителем исследователя. Выдержки из интервью будут включены в окончательный отчет об исследовании. Ваше имя и другая идентифицирующая информация останутся анонимными. Данные интервью и опросника будут храниться в течение 3 лет до удаления. Для защиты вашей анонимности будут использоваться псевдонимы.

КОМПЕНСАЦИЯ: Вам будут предложены чай и кофе во время интервью. Копия результатов исследования будет доступна в конце исследования.

ПРЕИМУЩЕСТВА:

Этот проект имеет несколько потенциальных преимуществ для участников. Во-первых, это отличная возможность для родителей поделиться своим опытом выбора школы для своего ребенка, во-вторых, ваше участие в исследовании будет иметь большое значение

для повышения осведомленности о потребностях родителей и содействия разработке эффективных стратегий работы со студентами (вашими детьми) и родителями лица для удовлетворения потребностей учеников и их семей,. Таким образом, руководители школ могут лучше понять сложности с которыми сталкиваются ученики и родителя лица и улучшить школьную жизнь.

ПРАВА УЧАСТНИКА: Если Вы прочитали эту форму и решили принять участие в этом проекте, пожалуйста, поймите, что вы имеете право отозвать свое согласие или прекратить участие в любое время без каких-либо негативных последствий для вас и вашего ребенка.. Транскрипт интервью также будет доступен участнику.

КОНТАКТНАЯ ИНФОРМАЦИЯ: Если у вас есть какие-либо вопросы, проблемы или жалобы по поводу этого исследования, его процедур, рисков и преимуществ, свяжитесь с руководителем магистерской диссертации для этой студенческой работы Анны КохенМиллер по электронному адресу anna.cohenmiller@nu.edu.kz или по номеру телефона +7 (7172) 694957

Если у Вас есть какие-либо проблемы, жалобы или общие вопросы об исследовании или ваших правах как участника, пожалуйста, свяжитесь с исследовательским комитетом Высшей Школы Образования Назарбаев Университета, написав письмо в исследовательский комитет на электронную почту gse_researchcommittee@nu.edu.kz

Пожалуйста, подпишите эту форму, если Вы согласны участвовать в этом исследовании.

- Я внимательно прочитал(а) предоставленную информацию;
- Мне была предоставлена полная информация о цели и процедурах исследования;

- Я понимаю, как будут использоваться собранные данные, и что любая конфиденциальная информация будет видна только исследователям и не будет раскрыта никому другому;
- Я понимаю, что я свободен выйти из исследования в любое время без объяснения причин;
- Я даю согласие на организацию записи интервью Да Нет
- С полным пониманием всего вышеизложенного я согласен(-на) по своей собственной воле принять участие в этом исследовании.

Подпись: _____ Дата: _____

Дополнительная копия этой подписанной и датированной формы согласия предназначена для Вас.

МӘГЪЛҮМАТЛЫ РӨХСӘТ ФОРМАСЫ

Ни өчен ата-аналар сәләтле балалары өчен интернат мәктәпләрен сайлыйлар һәм аларның өметләре нинди? Татарстан Республикасыннан раслау

Тасвирлау: мин сезне хәзерге тикшеренүдә катнашырга чакырам, мин аны Назарбаев Университетында магистр эше кысаларында үткәрәм. Тикшеренү проекты турында сезгә мәгълүмат бирергә теләр идем. Бу тикшеренүдә сезнең катнашуыгыз тулысынча ирекле. Теләсә кайсы вакытта сез бу тикшеренүдә катнашмаска карар итә аласыз.

Бу сыйфатлы тикшеренүнең максаты - сәләтле балалар өчен интернат мәктәпләрен сайлаганда ата-аналарның нинди факторлар барлыгын аңлау. Сезнең катнашуыгыз нәтижәсендә мин Татарстан Республикасында ата-аналар сайлавына нинди академик һәм академик булмаган факторлар йогынты ясавын, һәм алар гендер бүленеше һәм тәүлек буе яшәүне тәмин итә торган мәктәптән нәрсә көткәннәрен өйрәнер һәм аңлармын дип өметләнәм.

Катнашу вакыты һәм Форматы: бу өйрәнү шәхси интервьюны үз эченә ала.

Интервьюның озынлыгы бер сәгать чамасы. Сөзгә сезнең тәҗрибәгез һәм балагыз укыган лицейны сайлау турында берничә сорау биреләчәк. Әгәр дә сез интервью вакытында сорауларның берәрсенә җавап бирергә теләмисез икән, әңгәмәдәш киләсе сорауга күчә. Мин ышанам, интервьюны яздырырга рөхсәт итәчәк.

Рисклар: бу тикшеренүдә катнашучы буларак, сезнең өчен минималь рисклар гына мөмкин. Интервью вакытында сезне ишетергә мөмкин, шулай ук минем компьютер ачырга мөмкиннәр. Әлеге куркынычлардан саклану өчен интервьюлар аерым аудиториядә үткәреләчәк, компьютер серсүз белән якланачак. Әгәр сез уңайсызлык яки стресс сизсәгез, мин сорауны калдырырмын, сезне куәтләрмен һәм без тәнәфес ясый алырбыз

Анонимлык һәм хосусыйлык: тупланган мәгълүмат тикшеренү докладын язганда кулланылачак, аны тикшерүченең фәнни директоры укыячак. Интервюдан өзекләр тикшеренү турында соңгы докладка кертеләчәк. Сезнең исемегез һәм башка ачыклаучы мәгълүматлар билгесез калачак. Интервью һәм анкета мәгълүматлары бетерелгәнче 3 ел дәвам итәчәк. Сезнең анонимлыгыгызны саклау өчен псевдонимнар кулланылачак.

КОМПЕНСАЦИЯ: интервью вакытында сезгә чэй һәм кофе тәкъдим ителәчәк.

Тикшеренү нәтижеләренең күчermәсе өйрәнү ахырында булачак.

Өстенлекләр:

Бу проект катнашучылар өчен берничә потенциал өстенлеккә ия. Беренчедән, бу ата-аналар өчен балалары өчен мәктәп сайлау тәжрибәсе белән уртаклашу өчен бик яхшы мөмкинчелек, икенчедән, сезнең өйрәнүдә катнашуыгыз ата-аналарның ихтыяжлары турында хәбәрдарлыкны арттыру һәм студентлар (сезнең балаларыгыз) һәм лицейның ата-аналары белән студентлар һәм аларның гаиләләре ихтыяжларын канәгәтләндерү өчен эффектив стратегияләр эшләү өчен зур әһәмияткә ия булачак. Шуң рәвешле, мәктәп житәкчеләре лицей укучылары һәм ата-аналары алдында торган авырлыкларны яхшырак аңлай һәм мәктәп тормышын яхшырта ала.

Әгъза хокуклары: әгәр сез бу форманы укыган булсагыз һәм бу проектта катнашырга уйласагыз, зинһар өчен, сезнең ризалыгыгызны кире кагарга яки сезнең һәм балагыз өчен тискәре нәтижеләрсез теләсә кайсы вакытта катнашуны туктатырга хокуклы икәнегезне аңлагыз. Катнашучы өчен интервью транскрипциясе дә жибереләчәк.

Контакт мәгълүматы: бу тикшеренү, аның процедуралары, рисклары һәм өстенлекләре турында сезнең сораулар, проблемалар яки шикәятләр булса, бу студент эше өчен магистр диссертациясе менеджеры Анна Кохен Миллерга электрон адрес буенча мөрәжәгать итегез anna.cohenmiller@nu.edu.kz яисә телефон номеры буенча +7 (7172) 694957

Әгәр дә сезнең катнашучы буларак тикшерү яки хокукларыгыз турында проблемалар, зарланулар яки гомуми сораулар булса, зинһар, университетның Назарбай югары

мәктәбенің Тикшерену комитеты белән элемтәгә керегез, Тикшерену комитетына электрон почта азыгыз gse_researchcommittee@nu.edu.kz

Әгәр дә Сез бу тикшеренүдә катнашырга риза булсагыз, бу формага кул куегыз.

- Мин бирелгән мәгълүматны игътибар белән УҚЫДЫМ;
- Миңа тикшерену максатлары һәм процедуралары турында тулы мәгълүмат бирелде;
- Мин жыелган мәгълүматларның ничек кулланылачагын аңлайым, һәм теләсә нинди сизгер мәгълүмат тикшерүчеләргә генә күренәчәк һәм бүтәннәргә ачылмаячак;
- Мин аңлайым, мин сәбәпләрен аңлатмыйча теләсә кайсы вакытта интервьюдан чыгарга ирекле;
- Интервью яздыруына ризалык бирәм Әйе Юк
- Югарыда әйтелгәннәрнең барысын да тулысынча аңлау белән, мин бу тикшеренүдә катнашырга риза.

Имза: _____ Дата: _____

Бу имзаланган һәм даталы рәхсәт формасының өстәмә күчермәсе сезнең өчен.

Appendix B

Interview Questions

The following has been translated as required into the languages of the research country/community and for GSE. For Tatarstan, Russian and Tatar are the official languages, and English is provided for GSE/NU.

“Why do parents choose single sex boarding schools for their gifted children and what are their expectations of this schooling? Evidence from the Republic of Tatarstan”

Interview questions:

Greetings : *(Hello. Thank you for coming out today, answering these questions can help the school be more inclusive and address different needs of students)*

1. (ice breaker) What are the first impressions from studying in lyceum? "Your children have been going here for a few months, what are your impressions so far?"
2. (reason/Q1) What were the main reasons for choosing this lyceum?
 1. *Prompts:*
 - i. *can you tell me more about that?*
 - ii. *anything else?*
 - iii. *would you consider another lyceum/school?*
 - iv. *why/why not?*
3. (reason/Q1)) Can you prioritize these factors from the most important to the least important? If you had to choose one of these reasons as the most important, which one is it? Why do you think that is? And if you had to pick one as the least important, what would it be? Why do you think that is?
4. (reason/Q1)) What needs were not satisfied in the previous school? Can you compare this lyceum to the previous school/lyceum your child(ren) went to? **Prompts:** can you

tell me more about that? Can you give me a specific example? Were there specific needs that weren't met before? or now?

5. (reason/Q1) Do you think these needs will be satisfied in this lyceum?

Thank you for sharing your reasons for choosing this lyceum. Now let's talk about your expectations.

6. (Q2) What are your expectations in general? *Subquestions: character, independence, future career/profession, citizenship*

Thank you for sharing your expectations.

7. Now to wrap up, do you have any recommendations to improve lyceum, to make it more inclusive and address student and family needs?

Is there anything else you'd like to share with me?

Thank you! :)

Почему родители выбирают школы-интернаты для своих одаренных детей и каковы их ожидания от этого обучения? Подтверждение из Республики Татарстан

Вопросы для интервью:

Приветствие : *(Здравствуйте. Спасибо, что пришли сегодня, ответы на эти вопросы могут помочь школе быть более инклюзивной и удовлетворять различные потребности учащихся)*

1. Каковы первые впечатления от учебы в лицее? "Ваши дети ходят сюда уже несколько месяцев, каковы ваши впечатления на данный момент?"
2. (причина/Q1) Каковы были основные причины выбора этого лицея?

а. Подсказки:

- i. не могли бы вы рассказать мне об этом подробнее?*
- ii. что-нибудь еще?*
- iii. рассматриваете ли вы другой лицей/школу?*
- iv. почему/почему нет?*

3. (причина/Q1) Можете ли вы расставить по приоритету эти факторам от наиболее важных к наименее важным? Если бы вам пришлось выбрать один из этих причин в качестве наиболее важной, какой фактор бы это был? Как вы думаете, почему это так? И если бы вам пришлось выбрать один из них как наименее важный, какой фактор бы это был? Как вы думаете, почему это так?

4. (причина/Q1) Какие потребности не были удовлетворены в предыдущей школе? Можете ли вы сравнить этот лицей с предыдущей школой / лицеем, в который ходил ваш ребенок? **Подсказки:** не могли бы вы рассказать мне об этом подробнее? Можете ли вы привести мне конкретный пример? Были ли какие-то особые потребности, которые раньше не удовлетворялись? или сейчас?

5. (причина/Q1) Как вы думаете, будут ли удовлетворены эти потребности в этом лицее?

Спасибо вам за то, что поделились своими причинами выбора данного лицея. Теперь давайте поговорим о ваших ожиданиях.

6. (Q2) Каковы ваши ожидания в целом? ***Дополнительные вопросы:*** характер, независимость, будущая карьера/профессия, гражданство

Спасибо вам за то, что поделились своими ожиданиями.

7. Теперь, подводя итог, есть ли у вас какие-либо рекомендации по улучшению лицея, чтобы сделать его более инклюзивным и удовлетворить потребности учащихся и родителей?

Есть ли что-нибудь еще, чем вы хотели бы поделиться со мной?

Спасибо! :)

Интервью өчен сораулар:

Сәлам: (Сәлам. Бүген килгәнегез өчен рәхмәт, бу сорауларга жаваплар мәктәпкә инклюзив булырга һәм студентларның төрле ихтыяжларын канәгатьләндерергә ярдәм итә ала)

1. Лицейда укудан беренче тээсирлэр нинди? "Балаларыгыз монда берничэ ай йөрилэр, бу вакытта сезнең тээсирлэрегез нинди?"
2. (сэбэп/Q1) бу лицейны сайлау өчен төп сэбэплэр нинди иде?

а. киңэшлэр:

v. сез миңа бу турыда күбрэк сөйли аласызмы?

vi. тагын берэр нәрсә?

vii. сез бүтән лицей/мәктәп турында уйлыйсызмы?

viii. нигә/нигә юк?

3. (сэбэп/Q1) Сез бу факторларны иң мөһим факторлардан мөһим булмаган факторларга өстенлек итә аласызмы? Эгәр дә сез бу сэбэплэрнең берсен иң мөһиме итеп сайларга тиеш булсагыз, ул нинди фактор булыр иде? Нигә шулай дип уйлыйсыз? Эгәр дә сез аларның берсен иң мөһим булмаган итеп сайларга тиеш булсагыз, ул нинди фактор булыр иде? Нигә шулай дип уйлыйсыз?

4. (сэбэп/Q1) Алдагы мәктәптә нинди ихтыяжлар канәгатьләнделмәгән иде? Сез бу лицейны балагыз элеккеге йөргән мәктәп / лицей белән чагыштыра аласызмы?

Киңэшләр: сез миңа бу турыда күбрэк сөйли аласызмы? Сез миңа конкрет мисал китерә аласызмы? Элек үтәлмәгән махсус ихтыяжлар бармы? яисә хәзер?

5. (сэбэп/Q1) Сез ничек уйлыйсыз, бу лицей ихтыяжларны канәгатьләндерәчәк ме?

Әлеге лицейны сайлау сэбэпләре белән уртаклашканыгыз өчен рәхмәт сезгә. Хәзер, сезнең өметлэрегез турында сөйләшик.

6. (сэбэп/Q2) Сезнең өметлэрегез нинди? **Өстәмә сораулар:** характер, бәйсезлек, киләчәк карьера/һөнәр, гражданлык

Өметлэрегез белән уртаклашкан өчен рәхмәт.

7. Хәзер йомгак ясап, лицейны яхшырту, аны тагын да инклюзив итү һәм укучыларның һәм ата-аналарның ихтыяжларын канәгатьләндерү өчен тәкъдимнэрегез бармы?

Минем белән бүлешергә теләгән тагын берәр нәрсә бармы?

Рәхмәт! :)

Appendix C

Questionnaire

The following has been translated as required into the languages of the research country/community and for GSE. For Tatarstan, Russian and Tatar are the official languages, and English is provided for GSE/NU.

Questionnaire

Name: _____

Where do you live? Is it a city or rural area?

How many kids do you have that are enrolled in this school?

Did any of your children prior to these children go to a boarding school?

Did you go to a boarding school as a child?

How did you learn about lyceum? (recommendations, visited olympiads...)

Опросник

Имя: _____

Где вы проживаете? Город или сельская местность?

Сколько ваших детей сейчас учиться в лицее?

Сколько ваших детей уже учились в лицее?

Учились ли вы сами в лицей-интернатах?

Как вы узнали о лицее? (рекомендации, посещали олимпиады...)

Сораунамә

Исемегез: _____

Сез кайда яшисез? Шәһәр яки авыл?

Хәзерге вакытта лицейда ничә балагыз укый?

Сезнең ничә балагыз лицейда укыган иде?

Лицей-интернатларда үзегез укыгансыз мы?

Сез лицей турында ничек белдегез? (тәкъдимнәр, олимпиадаларда катнаштылар)