

Research article

UDC 37.018.12:316

DOI: 10.25688/2076-9121.2023.17.2.02

**FACTORS OF CHOICE OF EDUCATIONAL ORGANIZATION
FOR CHILDREN IN THE SYSTEM OF PARENTAL STRATEGIES¹***Maria N. Fedorovskaya*¹,*Yulia I. Sumenkova*² ✉,*Anastasia V. Mironova*³,*Irina A. Yashina*⁴,*Olga V. Anisimova*⁵^{1,2,3,4,5} *Moscow City University, Moscow, Russia*¹ *fedorovskayamn@mgpu.ru, <https://orcid.org/0000-0002-8274-1931>*² *sumenkovayui@mgpu.ru ✉, <https://orcid.org/0000-0001-6632-9130>*³ *mironova1@mgpu.ru, <https://orcid.org/0000-0003-4231-8060>*⁴ *yashinaia@mgpu.ru, <https://orcid.org/0000-0001-6655-2594>*⁵ *anisimovaov@mgpu.ru, <https://orcid.org/0009-0008-3601-5075>*

Abstract. The Article presents the findings of the sociological study into the educational institution selection by parents for their children, both in the public basic general education system and in the alternative education system. The relevance of the study is determined by new challenges and risks of the contemporaneity, in particular, the diversity of educational institutions, the variety of education formats and types, the lability of legal regulation of education — all this presents a major challenge for parents when they select a school for their child. The study goal was to investigate into the factors that influence the parental choice of the main general education strategy for their children in the context of the development of the social infrastructure of the city. The study sampling included 10,081 parents whose children attended 1–11 forms in 12 Administrative Districts of Moscow. The following information collection methods were used: 1) desk study: creation of an overview of foreign sources, as part of which the school selection strategies were analyzed; 2) questionnaire survey of parents whose children study in i) Moscow-based public schools, ii) in any of the alternative forms of education (online education, family education, family school etc.) The groups of factors influencing the choice of educational institution by parents was determined as a result of the study: 1) those related to family parameters and parental particular features, and 2) those determined by the educational situation that is typical of the city of residence. Besides, the study findings enabled to identify and study a set of factors underlying some particular strategy of parental selection of the basic general education for their children in the context of the municipal social infrastructure development: particular features of public and alternative schools; Moscow Administrative Districts; territorial location of an educational institution in relation to the family's residence;

¹ Статья публикуется в авторской редакции.

education levels (primary general, basic general and secondary general education); parental satisfaction with the quality of education their children receive; plans or no plans to change the educational institution. The conclusions were made that, when parents select the public education system for their child, the choice factors are: educational achievements, teachers, territorial accessibility, psychological environment, school infrastructure. The individual development trajectory, personalized approach, mobility of choice, variability of choice, priority of additional education, personal development of the child are the choice factors for parents when they choose an alternative educational format for their child.

Keywords: educational strategies, choice factors, basic general education, parental educational strategies, public schools, alternative education

Научно-исследовательская статья

UDC 37.018.12:316

DOI: 10.25688/2076-9121.2023.17.2.02

ФАКТОРЫ ВЫБОРА ОБРАЗОВАТЕЛЬНОЙ ОРГАНИЗАЦИИ ДЛЯ ДЕТЕЙ В СИСТЕМЕ РОДИТЕЛЬСКИХ СТРАТЕГИЙ

Мария Николаевна Федоровская¹ ✉,

Юлия Игоревна Суменкова²,

Анастасия Валерьевна Миронова³,

Ирина Алексеевна Яшина⁴,

Ольга Валерьевна Анисимова⁵

^{1,2,3,4,5} Московский городской педагогический университет, Москва, Россия

¹ fedorovskayamn@mgpu.ru ✉, <https://orcid.org/0000-0002-8274-1931>

² sumenkovayui@mgpu.ru, <https://orcid.org/0000-0001-6632-9130>

³ miroнова1@mgpu.ru, <https://orcid.org/0000-0003-4231-8060>

⁴ yashinaia@mgpu.ru, <https://orcid.org/0000-0001-6655-2594>

⁵ anisimovaov@mgpu.ru, <https://orcid.org/0009-0008-3601-5075>

Аннотация. В статье представлены результаты социологического исследования проблемы выбора образовательной организации родителями для своих детей как государственной системы основного общего образования, так и альтернативных форм обучения. Актуальность исследования обусловлена новыми вызовами и рисками современности, в частности разнообразием образовательных организаций, многогранностью форм и видов обучения, лабильностью нормативной правовой регуляции процессов обучения — все это становится серьезным вызовом для родителей при выборе школы для своего ребенка. Цель исследования заключалась в изучении факторов, влияющих на выбор родителями стратегии основного общего образования для своих детей в контексте развития социальной инфраструктуры города. Выборку исследования составили 10 081 родителей детей с 1 по 11 класс из 12 административных округов Москвы. В качестве методов сбора информации использовались: 1) кабинетное исследование: создание обзора зарубежных источников, в рамках которых проводился анализ стратегий выбора школы; 2) анкетный опрос родителей, чьи дети учатся

в а) государственных школах Москвы, б) на какой-либо из альтернативной формы обучения (онлайн-обучение, семейное обучение, семейная школа и пр.). В результате исследования были определены группы факторов, оказывающих влияние на выбор образовательной организации родителями: 1) связанные с характеристиками семьи, особенностями родителей и 2) определяемые той образовательной ситуацией, которая характерна для города проживания. Кроме того, результаты исследования позволили выявить и изучить набор факторов, формирующих ту или иную стратегию выбора родителями основного общего образования для своих детей в контексте развития социальной инфраструктуры города: особенности государственных и альтернативных школ; административные округа Москвы; территориальное расположение образовательной организации относительно места проживания семьи; уровни образования (начальное общее, основное общее и среднее общее); уровень удовлетворенности родителями качеством образования своих детей; наличие или отсутствие планов на смену образовательной организации. Сделаны выводы о том, что при выборе родителями государственной системы образования для своего ребенка показателями выбора являются: образовательные результаты, педагогический коллектив, территориальная доступность, психологический климат, инфраструктура школы. При выборе родителями альтернативной формы образования для своего ребенка показателями выбора являются: индивидуальная траектория развития, персонализированный подход, мобильность выбора, вариативность выбора, приоритет дополнительного образования, личностное развитие ребенка.

Ключевые слова: образовательные стратегии, факторы выбора, основное общее образование, родительские образовательные стратегии, государственные школы, альтернативное образование

For citation: Fedorovskaya, M. N., Sumenkova, Yu. I., Mironova, A. V., Yashina, I. A., & Anisimova, O. V. (2023). Factors of choice of educational organization for children in the system of parental strategies. *MCU Journal of Pedagogy and Psychology*, 17(2), 34–62. <http://doi.org/10.25688/2076-9121.2023.17.2.02>

Для цитирования: Федоровская, М. Н., Суменкова, Ю. И., Миронова, А. В., Яшина, И. А., Анисимова, О. В. (2023). Факторы выбора образовательной организации для детей в системе родительских стратегий. *Вестник МГПУ. Серия «Педагогика и психология»*, 17(2), 34–62. <http://doi.org/10.25688/2076-9121.2023.17.2.02>

Introduction

Getting quality education has a high value that cannot be overemphasized. The training demand entails the supply: private schools open in addition to the conventional public schools; the extra-institutional training (in the format of home education) grows in popularity (Vachkova, & Fedorovskaya, 2022).

During the pandemic and lockdown, families revalued their attitude when parents came closer to the academic process. When difficulties arose, a part of parents began plunging into the academic process more actively and look for new ways and tools of getting education that would meet the family values and goals (Nekhorosheva, 2022).

Given a vast variety of educational institutions, the selection of school for entering the first form or for transfer if training in the chosen school is not satisfactory becomes a major challenge.

Theoretical analysis

The literary analysis suggests that there are numerous factors influencing the choice of the educational institution for children to study, adjustment of the educational strategy and changing the school.

The most popular school choice factors may be divided into two categories: those related to the family features, parental particular features and those determined by the educational situation in the country and city of residence.

The family's socio-economic position is the most basic family feature that influences the possibility of choosing the educational institution (Parker, Cook, & Pet-tijohn, 2008; Bukhari, & Randall, 2009; Andersson, Östh, & Malmberg, 2010; Domina, Penner, & Penner, 2021; Kuyvenhoven, & Boterman, 2021; Wilson, & Bridge, 2019). Higher-income parents usually have more resources at their disposal to address the problem of a more suitable education for children. The same-income families choose similar schools, and thus the socio-economic status of the family is maintained (Prieto et al., 2019). The low-income families have limited choice options and, more often than not, are governed by the cheapness principles, select the closest schools irrespective of their rating, reputation, and the education quality (Rohde et al., 2019). Transportation costs often become an obstacle for choosing schools outside the walking distance from home (Calsamiglia, Fu, & Güell, 2020). The selection of a neighborhood school is also relevant for children attending the primary school (Bosetti, 2004; Nekhorosheva, Alekseycheva, & Kravchenko, 2021; Dixon, & Humble, 2017). Parents in higher-income families process the information on schools more thoroughly and take more steps to analyze and verify the information (Erickson, 2017).

Parents with higher education also select the school more thoughtfully (Bukhari, & Randall, 2009; Sikkink, & Schwarz, 2018). As for education, parents also tend to take their personal school training experience into account and to select private schools if they regard their education experience in a public school as unsuccessful and unsatisfactory or if they have positive experience of studies in a private school (Bukhari, & Randall, 2009). Families where parents have a higher cultural and social capital may think about changing the school more often, especially if they receive information on more advantageous education options or failed attempts at getting to more prestigious schools (Pavlenko, & Dementeva, 2022). The cultural capital is highly relevant in choosing the school: studies suggest that migrant families have difficulties in looking for information for making a balanced decision (Wao et al., 2017; Trevena, McGhee, & Heath, 2015).

Non-employed parents, more often mothers, pay more attention to education of their children and to choosing the school, in particular, by searching information on schools more actively (Bukhari, & Randall, 2009).

The correlation between the prestige of the district the family resides in and the quality of education provided by educational institutions located there occupies a separate place in the school choice studies. Higher-income families live and choose schools in prestigious districts; middle-class families may put children to better schools, if they have financial resources, but lower-income families are often limited in their choice of schools and tend to choose from the ones in the neighborhood. Many studies point to the direct correlation: parents regard schools in prestigious districts as more attractive (Domina, Penner, & Penner, 2017; Kuyvenhoven, & Boterman, 2021; Sikkink, & Schwarz, 2018; Wilson, & Bridge, 2019). This, in turn, may lead to selection of the migration strategy into more prestigious districts of the city or preservation of the residential and educational address that freezes the educational inequality in the city.

The second relevant category of factors that are important for families choosing the school are the factors determining the educational situation the parents take into account in making decision.

High achievements of current schoolchildren and their academic progress (Bukhari, & Randall, 2009; Ruijs, & Oosterbeek, 2019), subjective assessment of education quality (Talance, 2020; Prieto et al., 2019; Bukhari, & Randall, 2009; Erickson, 2017), the contents of academic curricula (Hill, 2018), level of preparation for the next education stages (Bukhari, & Randall, 2009) prove to be important for parents.

Parents pay much attention to the school's reputation (Brown, & Makris, 2018), quality of communication with the administration (Goldring, & Phillips, 2008; Hill, 2018), school discipline, number of students and the ethnic composition, advanced studies of the necessary subjects (Domina, Penner, & Penner, 2017; Prieto et al., 2019) and the equipment available at school (Bukhari, & Randall, 2009). The team of teachers, the opportunities of purposeful development of the child's talents and skills are relevant for parents focusing on selection of a private school (Dukhanina et al., 2019; Kalimullin, Yungblud, & Khodyreva, 2016; Shaidullina et al., 2015; Sakhieva et al., 2015; Masalimova, & Sabirova, 2014).

Materials and methods

The study goal was to investigate into the factors that influence the parental choice of the main general education strategy for their children in the context of the development of the social infrastructure of the city.

The study object are parents of children attending 1–11 forms and residing in 12 Administrative Districts of Moscow. The study subject is the parental strategy of getting school education by children in 1–11 forms.

Information collection methods:

- 1) desk study: creation of an overview of foreign sources, as part of which the school selection strategies were analyzed;
- 2) questionnaire survey of 10,081 parents.

Study sampling:

Sampling for questionnaire survey: targeted, cluster-based.

Parents of 2 categories (the “training format” category) were invited to take part in the study purposefully: those whose children attend

- 1) Moscow public schools,
- 2) those whose children attend any alternative educational format (online training, family training, family school, etc.).

Schools were selected based on territorial location: 12 Administrative Districts/ at least 5 districts/ at least 2 schools from each district.

Results and discussion

Females (93,4 %) and males (6,6 %) took part in the survey.

The respondents’ distribution by administrative division is as follows: in the South Western (14,9 %), Southeastern (12,5 %), and Eastern (12,3 %) Administrative Districts.

Table 1 / Таблица 1

Distribution of the sample by administrative division (%)

Распределение выборки по административному делению (%)

	Administrative District											
	Central Administrative District	Western Administrative District	Northwestern Administrative District	Northern Administrative District	Northeastern Administrative District	Eastern Administrative District	Southeastern Administrative District	Southern Administrative District	South Western Administrative District	Novomoskovsky Administrative District	Troitsky Administrative District	Zelenogradsky Administrative District
Total	5,0	11,3	8,4	9,1	8,8	12,3	12,5	10,5	14,9	3,5	0,9	2,8

The sampling population comprised parents whose children attend neighborhood schools (84,1 %) and schools in different districts (15,5 %). Parents of primary school (41,6 %, 1–4 forms), basic school (17,2 % and 25,2 %, 5–6 forms and 7–9 forms, respectively) and secondary school (16,2 %, 10–11 forms) students took part in the survey.

Table 2 / Таблица 2

Distribution of a sample of parents by educational attainment of their children (%)

Распределение выборки родителей по уровням образования их детей (%)

General education level			
1–4 forms	5–6 forms	7–9 forms	10–11 forms
41,0	17,2	25,2	16,2

To describe the obtained sociological survey data, we determined the factors that influence the school choice by parents:

- 1) public and alternative schools;
- 2) Administrative Districts (hereinafter, AD);
- 3) school's location;
- 4) education levels;
- 5) satisfaction with the education quality;
- 6) plans to change the educational organization.

1. *Public and alternative schools*

The analysis of obtained data demonstrates that the South Western Administrative District is the leader by the number of parents from private schools (27,5 %) out of 12 Administrative Districts of Moscow. Half of parents (50 %) of private school students transport their children to the educational institution to a district other than their residential district.

In the “private schools” category, there are 80 % parents of whom at least one underwent any training (courses, workshops, secondments) during the last two years. This parameter is lower, at 62,5 %, in public schools.

The involvement of the older generation (grannies/grandpas) in education and training of children from a public school is 41,3 %. This indicator ranges from 17,4 to 35 % in alternative schools.

By assessing the income level, 23 % families with children studying in a public school indicated that their income is sufficient and they even save money, whereas the percentage of such families is lower in private schools, at 17,5 %. Money is mostly sufficient in most of the families (62,5 %) where children study in private schools but they do not manage to save money.

74,7 % families whose children go to a public school spend up to RUB 20,000/month on training (up to RUB 5,000, up to RUB 10,000, and up to RUB 20,000, 21,8 %, 27,5 %, and 25,4 % families, respectively). The education spendings in 60 % families where children attend private schools range from RUB 40,000 and often exceed RUB 60,000 (up to RUB 50,000 — 12,5 %, up to RUB 60,000 — 7,5 %, and RUB 60,000+ — 40 %) (Fig. 1).

When asked about the amount spent on all types of the child's education, 30 % parents from the Private School category answered “it was too high”. 22,9 % children from public schools and just 5 % children from private schools attend free study groups, study sections, studios, clubs. 42,5 % children from private schools and 30,3 % children from public schools attend paid study groups.

The parents were asked to evaluate the significance of factors when the school was selected. Many factors had the opposite or differing significance for parents of children attending the public and private school. The parents of children from private schools regard it as important/parents from public schools regard it as less important:

– the opportunity of personalized approach to the child's education, needs and interests (70–13 %);

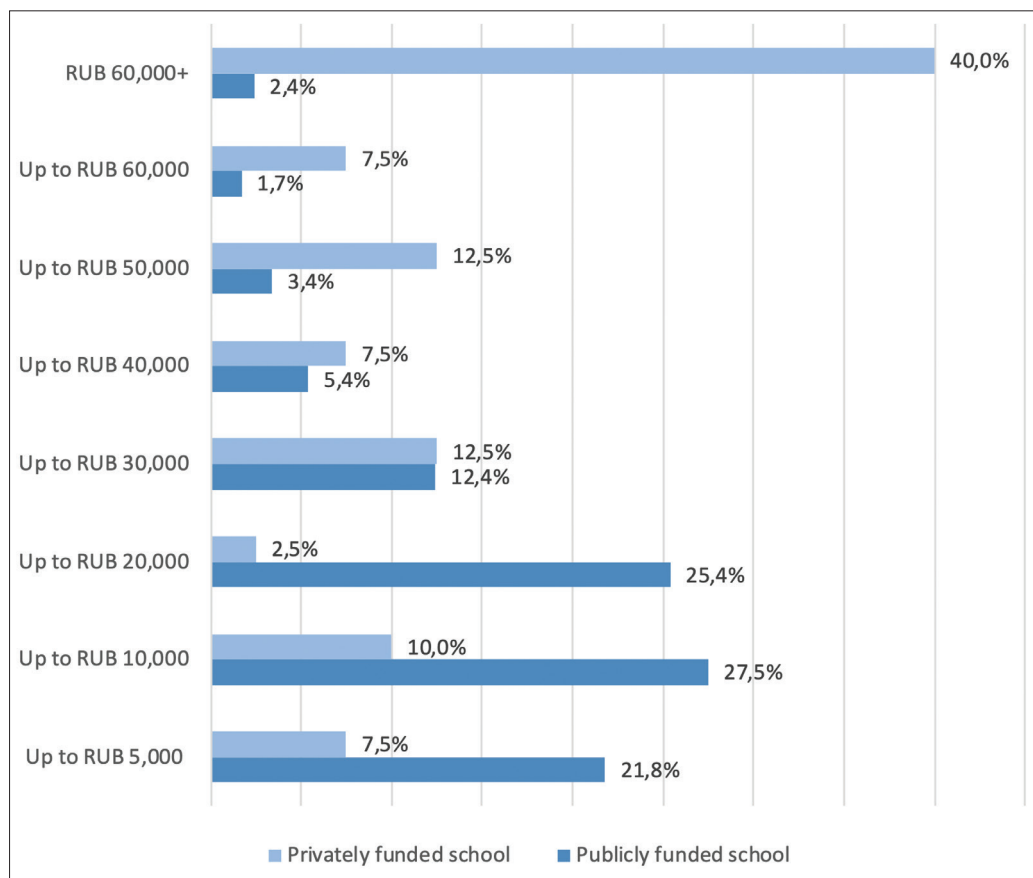


Fig. 1. Income levels of parents in private and public schools

Рис. 1. Уровень дохода родителей частных и государственных школ

- good psychological environment; positive relations among children, between teachers and students (52,5–27,2 %);
- development of the child’s interests and inclinations (42,5–14,9 %);
- advanced studies of the necessary subjects (37,5–22,5 %);
- possibility of additional education (excursions, study groups, study sections) (35–27,8 %).

And on the contrary, the factors were important for parents with children attending the public school / less important for parents with children from the private school (see Fig. 2):

- it is the neighborhood school (43–7,5 %);
- school assigned to the registration address (29,6–10 %);
- free school (22–7,5 %);
- the child’s elder brother / sister studied in the school (17,7–2,5 %);
- selection of a certain teacher (19,6–5 %).

Parents from private and public schools used different information sources to select the school or the training format (see Fig. 3).

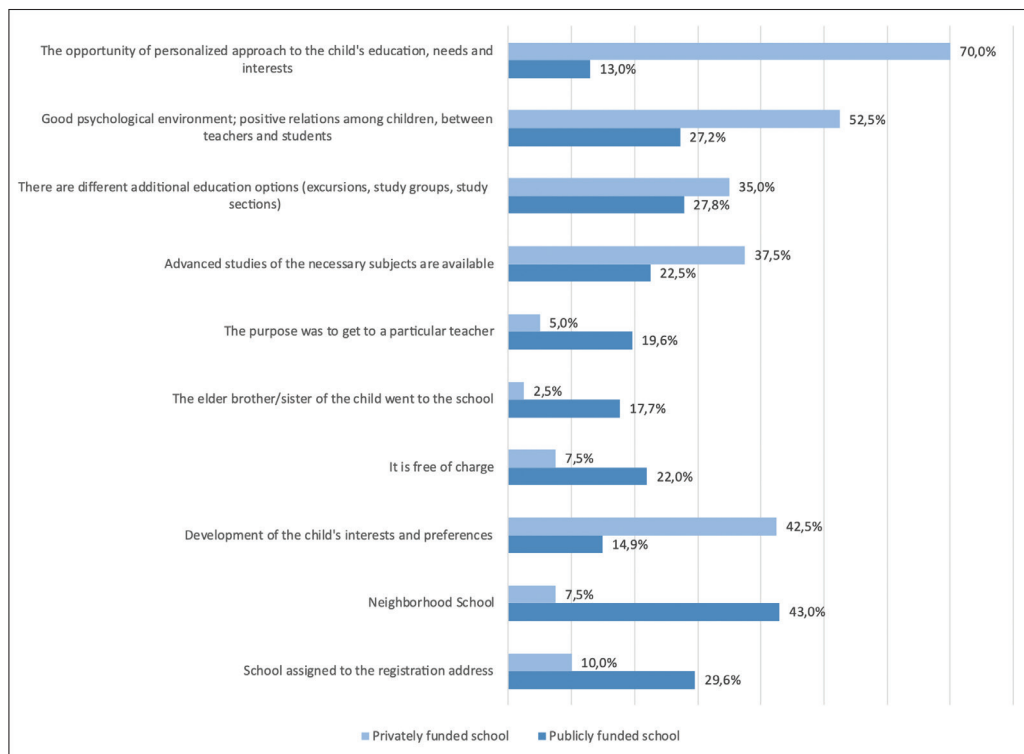


Fig. 2. Relevance of factors in parents' choice of school

Рис. 2. Значимость факторов при выборе школы родителями

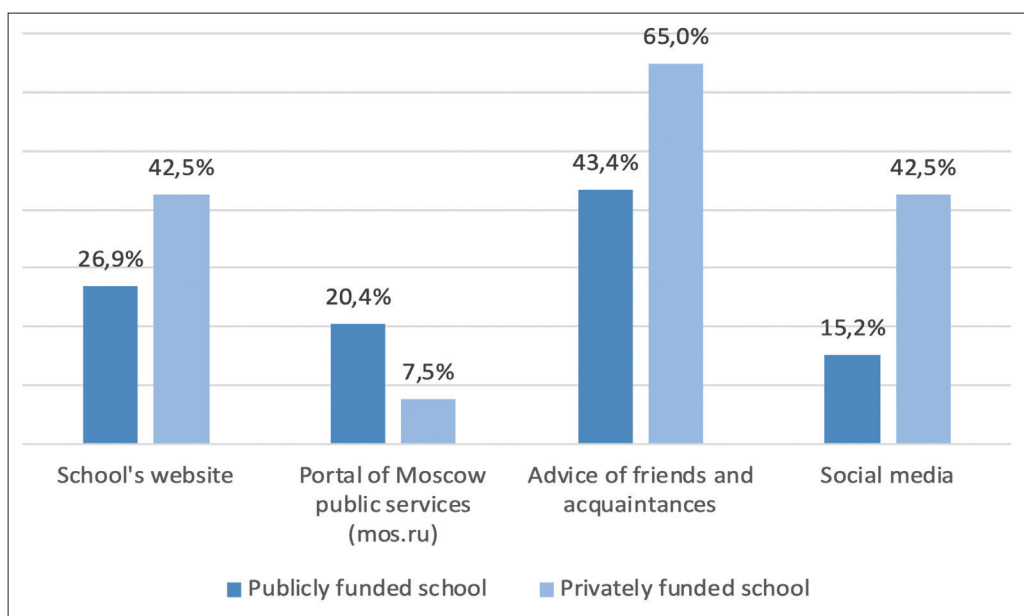


Fig. 3. Relevance of factors in parents' choice of school

Рис. 3. Значимость факторов при выборе школы родителями

As a result of survey, 80,1 % parents whose children study in a public school and 80 % parents of children from private schools evaluate the quality of the education their children receive as high and rather high.

In the opinion of 12,5 % parents of private school students, their children do not like to study in the selected educational institution, and 20 % families think about changing the private school but have not made the final choice of whether or not they will do that and what exactly a new educational institution will be.

78,7 % families do not plan to transfer their children from a public school. In the opinion of 7,8 % parents only, their children do not like to study in their school.

Among the parents thinking about transferring their child from the selected school, 50 % parents whose children are from private schools are already investigating into the options of replacing the educational institution or the education format. 32,3 % parents from public schools have these thoughts sometimes, and 22,5 % families discuss this idea and make plans.

The most long-term plans (for 6 and more years) are made by the parents whose children study in a private school; they account for 27,5 %.

2. *Administrative Districts*

Most respondents (84,1 %) noted that children study in the district where they live. The majority of school children, 14,9 %, reside in the South Western Administrative District; this Administrative District is the leader in all levels of general education, from primary, secondary and basic. The primary school students are the most numerous in three Administrative Districts: South Western (6,0 %), Southeastern (5,5 %) and Eastern (5,3 %). The middle students are the most numerous in South Western, Eastern, and Western Administrative Districts (6,5 %, 6,1 % and 5,4 %). Senior students were most numerous in the South Western Administrative District, at 2,4 %, and in Southeastern, Eastern, and Northeastern Administrative Districts, at 1,9 % in each.

3. *School's location*

The study findings suggest that the “Proximity to home — remoteness from home” is one of the factors influencing the educational strategy selection.

There is also a connection between the choice of the school location and the family type: if there is a child (children) with a disability, such families more often select private educational institutions other than in the district where they reside (8,6 %); and this parameter is lower when a public school is chosen in the district of residence (3,6 %). Here and hereinafter, as % of total respondents for each education level.

The respondents who chose “We belong to the low-income category” more often select a neighborhood school (6,4 %) and chose a school in another district less frequently (4,9 %). As concerns the rest of parameters: “the single-parent family”, “a parent is disabled”, “a religious family”, “one or more parents are not Russian nationals”, “a family with a child/children under wardship / adoptive parents”, the parameters do not differ and are unrelated to the school's location.

More children live near the school (42,8 %) in the primary school and more children (42,8 %) live other than in the district where the school is located in the senior school: 28,1 %, 22,8 % in 7–9 forms and 10–11 forms, respectively (here and hereinafter, % of total respondents by location of school district and residential district) (Table 3).

Table 3 / Таблица 3

In which area is your child's school located — is it in the same area where you live or in a different one (%)?

В каком районе располагается школа, где учится ваш ребенок, — в том же, где вы живете, или в другом (%)?

Education level	What district is the school where your child studies located in? In the district of your residence or in another one?	
	In the district of our residence	In another one
1–4 forms	42,8	31,8
5–6 forms	17,3	16,7
7–9 forms	24,6	28,1
10–11 forms	15,0	22,8

Table 4 / Таблица 4

School choice indicators and their importance to respondents

(Questionnaire question: “Why did you choose this school? What was most important to you at the time of choosing the school?”)

Показатели выбора школы и их важность для респондентов

(Вопрос анкеты: «Почему вы выбрали эту школу?»)

Что было наиболее важным для вас на момент выбора школы?»)

School choice factors	What district is the school where your child studies located in? In the district of your residence or in another one?			
	In the district of our residence		In another one	
	Rating	%	Rating	%
Neighborhood School	1	49,9	19	5,5
Qualified teachers	2	35,3	1	47,1
School assigned to the registration address	3	34,3	20	4,2
There are different additional education options (excursions, study groups, study sections)	4	27,3	4	31,2
Good psychological environment; positive relations among children, between teachers and students	5	25,5	2	37,3
It is free of charge	6	22,8	12	17,6
Advanced studies of the necessary subjects	7	20,8	3	32,0
The purpose was to get to a particular teacher	8	20,1	13	17,1

School choice factors	What district is the school where your child studies located in? In the district of your residence or in another one?			
	In the district of our residence		In another one	
	Rating	%	Rating	%
High rating of the school	9	18,9	5	27,2
The elder brother/sister of the child went to the school	10	18,1	15	15,5

One can conclude that the school’s proximity, assignment in the registration address, qualified teachers, availability of study groups and good psychological environment are important for the parents whose children study in the neighborhood. Teachers’ qualification, psychological environment, advanced studies of the necessary subjects, additional education and the school’s high rating are important for parents whose children study far from home.

Table 5 / Таблица 5

**Influence of information source on choice of school
(Questionnaire question: “What sources did you use when choosing your school or study format?”)**

**Влияние источника информации на выбор школы
(вопрос анкеты: «Какие источники вы использовали, когда выбирали школу или формат обучения?»)**

Information sources	What district is the school where your child studies located in? In the district of your residence or in another one?			
	In the district of our residence		In another one	
	Rating	%	Rating	%
Advice of friends and acquaintances	1	42,1	1	51,0
Communication with schoolchildren or their parents	2	38,4	3	35,4
Communication with teachers and school administration	3	35,9	2	42,3
Open door days in the school	4	33,7	5	31,7
School’s website	5	26,1	4	31,8

“The advice of friends and acquaintances” was the main source of information about the school (neighborhood school — 42,1 %; and far-away school — 51 %). Such information sources as “Communication with schoolchildren or their parents”, “Communication with teachers and school administration”, “Open door days in the school”, “School’s websites” have different importance. The parameters differ, and this is due to the residence location and the educational institution proximity, e.g. the information from current schoolchildren and parents is more relevant for parents whose children study in a neighborhood school, whereas the information from teachers and the school administration is more important for the respondents whose children study far from home.

When assessing the educational strategy, it was proposed to respondents to evaluate the relevance of 29 indicators on a 5-score scale (from 1 to 5, where 1 is absolutely dissatisfied, 5 is absolutely satisfied). The most relevant indicators for parents are shown in the article.

The “Walking distance from home” indicator is closely connected with the school location (Table 6).

Table 6 / Таблица 6

Significance of the “Walking distance from home” indicator

Степень значимости показателя «Пешая доступность школы от дома» (%)

Degree of score from 1 to 5, where 1 is absolutely dissatisfied, and 5 is fully satisfied	What district is the school where your child studies located in? In the district of your residence or in another one?			
	In the district of our residence		In another one	
	evaluation Rating	%	Rating	%
5	1	73,1	1	25,2
4	2	13,7	2	21,6
3	3	5,3	3	17,6
Other	4	5,1	5	13,8
2	5	1,6	6	7,6
1	6	1,3	4	14,2

Table 7 / Таблица 7

Level of significance of the indicator “Extracurricular activities and events (excursions, festivals, conferences)”

Степень значимости показателя «Внеурочные занятия и мероприятия (экскурсии, фестивали, конференции)»

Degree of score from 1 to 5, where 1 is absolutely dissatisfied, and 5 is fully satisfied	What district is the school where your child studies located in? In the district of your residence or in another one?			
	In the district of our residence		In another one	
	Rating	%	Rating	%
5	1	53,3	1	61,2
4	2	22,1	2	20,7
3	3	12,3	3	8,6
2	4	4,8	5	3,3
Other	5	4,1	4	4,1
1	6	3,5	6	2,1

The level of significance of the indicator “Extracurricular activities and events (excursions, festivals, conferences)” is higher (61,2 %) for parents of children attending school in another district than for parents whose child attends a neighborhood school (53,3 %).

The same proportion of parameters is identified for other survey parameters:

– “Option to communicate with teachers” (other than in the district of school, 71,1 %; in the district of school, 65,9 %);

- “Children’s subject skills” (other than in the district of school, 53,5 %, in the district of school, 46,8 %);
- “Administration openness to dialogue” (other than in the district of school, 67,9 %, in the district of school, 56,9 %);
- “Consultations for parents” (other than in the district of school, 62,5 %, in the district of school, 54,2 %);
- “Information value of the school’s website” (other than in the district of school, 60.6 %, in the district of school, 58,3 %);
- “Project work for children” (other than in the district of school, 54,6 %, in the district of school, 46,9 %);
- “Option to develop a personalized curriculum that meets the child’s needs and interests” (in the district where the school is not located — 40,3 %; in the district where the school is located — 32,9 %).

When asked: “Did the child go to a public school before entering your current (private) school?”, more than a half of respondents answered yes, and this parameter is much higher among the respondents whose children attend the school in another district (70 %) (Table 8).

Table 8 / Таблица 8

**Distribution of respondents’ answers to the question:
“Before coming to your current school (private),
did your child go to public school?”**

**Распределение ответов респондентов на вопрос:
«Прежде, чем прийти в вашу нынешнюю школу (частную),
ходил ли ваш ребенок в государственную школу?»**

Evaluation	What district is the school where your child studies located in? In the district of your residence or in another one?			
	In the district of our residence		In another one	
	Rating	%	Rating	%
Yes	1	58,8	1	70,0
No	2	41,2	2	30,0

It was proposed to parents to evaluate several questions about the family spending on child’s training. The educational spending of parents was the same. However, spending is much higher among the respondents whose children study far from home — these are transportation costs, 47,3 % (see Table 9).

4. Educational level of children

The analysis of obtained data demonstrated that the general education of children is a factor determining the educational strategy.

For example, depending on the education level, there are differences in the parents’ occupation: on the maternity leave there are 21,6 % parents of children from 1–4 forms, 17,4 % from 5–6 forms, 13,4 % from 7–9 forms, 11,7 % from 10–11 forms, respectively (see Table 10). Here and hereinafter, as % of total respondents for each education level.

Table 9 / Таблица 9

Parents' expenses related to their child's education (%)
Расходы родителей, связанные с обучением ребенка (%)

List of possible spending	What district is the school where your child studies located in? In the district of your residence or in another one?			
	In the district of our residence		In another one	
	Rating	%	Rating	%
	School uniform, clothes	1	64,7	1
Out-of-school study groups, studios, study sections	2	47,8	3	42,9
Food expenses	3	43,9	4	41,1
Spending on events (excursions, festivals, etc.)	4	33,8	5	35,8
Studies with private coaches	5	32,6	6	34,2
Uniform, tools, materials for study groups, sections, etc.	6	25,5	7	24,2
Study groups, studios, sections at school	7	24,0	9	19,9
Textbooks, tutorials	8	21,2	8	20,1
Transportation costs	9	17,3	2	47,3
Gifts to teachers	10	16,1	11	15,6

Table 10 / Таблица 10

**Dependence of general education level on the occupation
of students' parents (%)**

**Зависимость уровня общего образования от рода деятельности родителей
обучающихся (%)**

Occupation	General education level			
	1–4 forms	5–6 forms	7–9 forms	10–11 forms
Learn	2,6	2,3	1,9	1,8
Work at a state-owned company / enterprise	33,6	38,3	39,4	45,5
Work at a privately-owned company / enterprise	27,8	26,5	30,4	27,3
Businessman	5,1	6,4	4,8	4,4
Self-employed person	8,6	7,0	7,0	5,4
Do not work, on a maternity leave, a housewife	21,6	17,4	13,4	11,7
Do not work, an unemployed	4,7	4,6	3,9	3,7
Do not work, a retiree	0,7	1,2	1,5	2,1
Other	1,4	1,3	2,0	1,9

Parents of pupils from 1–4 forms (46,6 %) and 5–6 forms (41,5 %) help in education and upbringing of children. Children from the basic (63,3 %) and secondary (65,5 %) school are more independent from parents (Table 11).

The school remoteness from residence is not typical of families in all education levels of their children. However, a large percentage of the families residing

Table 11 / Таблица 11

Distribution of respondents' answers to the question:
“Do your parents and/or your spouse’s parents currently help
in bringing up and educating children?” (%)

Распределение ответов респондентов на вопрос:
«Помогают ли сейчас ваши родители и/или родители супруга (супруги)
в воспитании и обучении детей?» (%)

Assistance in upbringing and education of the child	General education level			
	1–4 forms	5–6 forms	7–9 forms	10–11 forms
Yes	46,6	41,5	36,7	34,5
No	53,4	58,5	63,3	65,5

in another district than the school’s district is reported among families with students of 10–11 forms, 21,8 %; vs 12 % in 1–4 forms, 15 % in 5–6 forms, 17,3 % in — 7–9 forms (Table 12).

Table 12 / Таблица 12

Distribution of respondents' answers to the question:
“In which district is your child’s school located — in the same district
where you live or in another one?” (%)

Распределение ответов респондентов на вопрос:
«В каком районе располагается школа, в которой учится ваш ребенок, —
в том же, где вы живете, или в другом?» (%)

Territorial linkage of the home and the school	General education level			
	1–4 forms	5–6 forms	7–9 forms	10–11 forms
In the district of our residence	87,8	84,5	82,1	77,5
In another one	12,0	15,0	17,3	21,8
Difficult to answer	0,2	0,5	0,6	0,7

Different parameters influence the school choice by parents of children attending 1–11 forms.

For instance, the following parameters are significant when the school is selected by the parents of children attending 1–11 forms:

- Neighborhood School (1–4 forms, 45,8 %; 5–6 forms, 46,5 %; 7–9 forms, 42,4 %), “qualified teachers” (10–11 forms, 44,1 %);
- “qualified teachers” (for 1–4 forms, 35,4 %; for 5–6 forms, 35,4 %; and for 7–9 forms, 36,7 %, respectively), “advanced studies of the necessary subjects” (for 10–11 forms, 37,1 %);
- “School assigned to the registration address” (for 1–4 forms, 33,1 %; for 5–6 forms, 29,7 %; and for 7–9 forms, 28,5 % respectively), “Good psychological environment, positive relations among children, between teachers and students” (for 10–11 form, 32,6 %);
- “there are different additional education options (excursions, study groups, study sections)” (for 1–4 forms, 30,0 %; and for 5–6 forms, 26,6 %; respectively),

“positive relations among children, between teachers and students” (for 7–9 forms, 26,7 %), “neighborhood school” (for 10–11 forms, 32,5 %);

– “we selected a particular teacher” (for 1–4 forms, 28,3 %), “good psychological environment, positive relations among children, between teachers and students” (for 5–6 forms, 20,5 %), “there are different additional education options (excursions, study groups, study sections)” (for 7–9 forms, 26,7 %), “the school prepares for final exams (basic state exam/ uniform state exam) well” (for 10–11 forms, 29,7 %).

The same information sources influence the school choice, and it is not related to children’s education level (Table 13).

Table 13 / Таблица 13

**Significance of information source for school choice
according to children’s education level (%)**

**Степень значимости источника информации при выборе школы
в зависимости от уровня образования детей (%)**

Information sources	General education level							
	1–4 forms		5–6 forms		7–9 forms		10–11 forms	
	location	%	location	%	location	%	location	%
Advice of friends and acquaintances	1	44,2	1	43,7	1	41,5	1	44,4
Communication with schoolchildren or their parents	2	40,4	2	38,0	2	35,4	3	35,4
Communication with teachers and school administration	3	38,5	3	36,9	3	34,0	2	37,0
Open door days in the school	4	35,4	4	34,6	4	31,5	4	29,6
School’s website	5	27,4	5	26,9	5	25,1	5	28,4

The parental evaluation of the children’s education quality, depending on the general education level, seem to be interesting (Table 14).

Table 14 / Таблица 14

Parents’ satisfaction with the quality of their children’s education (%)

Степень удовлетворенности родителями качеством образования детей (%)

Degree of score from 1 to 5, where 1 is absolutely dissatisfied, and 5 is fully satisfied	General education level			
	1–4 forms	5–6 forms	7–9 forms	10–11 forms
1	0,9	0,8	1,9	1,0
2	1,6	2,5	2,4	2,0
3	9,1	16,3	19,7	12,2
4	28,4	41,6	39,2	36,7
5	56,3	35,8	33,6	44,5
Difficult to answer	3,8	3,0	3,2	3,7

The children’s subject skills are very important, in the respondents’ opinion, in the primary (56,3 %) and senior (44,5 %) school. The education quality is not a significant parameter for parents whose children are in the basic school: “4” in 5–6 forms (41,6 %), in 7–9 forms (39,2 %).

When evaluating the education quality (from 1 to 5, where 1 is absolutely dissatisfied and 5 is fully satisfied), parents believe that such indicators as “Availability of literature, tutorials etc.”; “Opportunity to communicate with teachers”; “Walking distance from home” (Table 15) are important for their children.

Table 15 / Таблица 15

Significant indicators for parents in assessing the quality of their children’s school (%)
Значимые показатели для родителей при оценке качества образования школы, в которой обучаются их дети (%)

Degree of score from 1 to 5, where 1 is absolutely dissatisfied, and 5 is fully satisfied	General education level			
	1–4 forms	5–6 forms	7–9 forms	10–11 forms
Availability of literature, tutorials, etc.	70,1	62,8	64,7	71,5
Options to communicate with teachers	73,5	57,8	59,2	69,1
Walking distance from home	68	65,5	62,7	61,2
Teachers’ professionalism	69,6	50,0	48,2	58,2
Upbringing	62,5	48,1	46,6	56,2
Nutrition options	52,3	41,8	41,6	44,7
Personalized attention from teachers	63,3	45,5	41,6	53,8
Discipline in class	60,1	35,6	34,3	50,8
Children’s subject skills	59,6	38,2	35,3	46,3
Psychological environment	60,5	44,4	45,0	58,0

Such indicator as “consultations for parents on the education of the child” are important for parents whose children study in primary and senior school: for 1–4 forms, 60,8 %; for 5–6 forms, 48,1 %; 7–9 forms, 48,6 %; and for 10–11 forms, 59,2 %; respectively. The “number of students in class” is important for parents whose children study in senior school: for 1–4 forms, 48,6 %; for 5–6 forms, 49,7 %; for 7–9 forms, 49,5 %; for 10–11 forms, 57,9 %; respectively.

Parents of children at all educational levels evaluate the family income in the same way, by indicating that the “family has enough money but we do not manage to save money”: 1–4 forms, 55,5 %; 5–6 forms, 56,5 %; 7–9 forms, 53,5 %; 10–11 forms, 56,5 %.

It is noteworthy that parents expressed an interesting opinion on their children’s future. When evaluating the statements (degree of evaluation, where 1 is poor and 5 is good), most parents believe that “it is important for the child to enter the university after school”: for 1–4 forms, 61,2 %; for 5–6 forms, 60,1 %; for 7–9 forms, 59,2 %; for 10–11 forms, 63,9 %. The reduction in other indicators is demonstrated; a majority of parents assigned the score of 3 points (medium level) by the following parameters: “It is necessary for the child to get the profession that will help him/her earn money” and “To fit right in in life, rather than academic success, is important” (see Table 16).

Table 16 / Таблица 16

Respondents' assessment of statements about their children's future (%)

Оценка респондентами утверждений о будущем своих детей (%)

Statement	Evaluation	General education level			
		1-4 forms	5-6 forms	7-9 forms	10-11 forms
It is important for the child to enter the university	1	3,3	3,0	3,1	2,4
	2	2,7	2,2	3,2	2,2
	3	14,2	14,2	14,9	12,3
	4	18,7	20,4	19,6	19,2
	5	61,2	60,1	59,2	63,9
It is necessary for the child to get the profession that will help him/her earn money	1	11,3	9,7	9,5	10,2
	2	9,3	9,8	9,4	8,5
	3	33,2	32,4	32,4	32,2
	4	23,7	24,6	23,8	26,1
	5	22,5	23,4	24,8	23,1
Being placed well in life, rather than academic success, is important	1	18,7	17,2	17,5	16,5
	2	10,7	11,1	13,2	12,6
	3	31,0	33,1	30,9	29,0
	4	21,2	21,7	21,0	21,3
	5	18,4	16,9	17,4	19,6

5. Satisfaction with education quality

The findings of the study into the parents' satisfaction with the education quality (Fig. 4) suggested that 82,7 % parents in the total sampling regard the quality of education their child is receiving as high, 14,1 % and 3,3 % as satisfactory and poor, respectively.

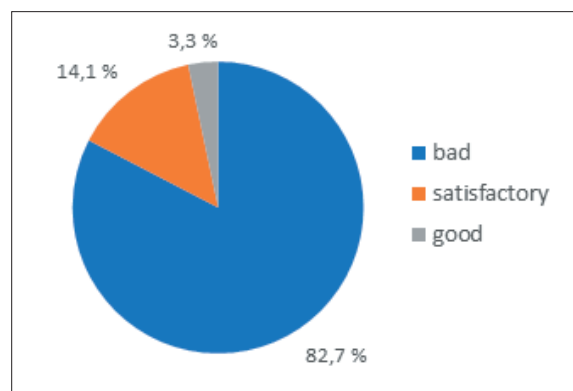


Fig. 4. Parents' assessment of the quality of education (%)

Рис. 4. Оценка родителями качества образования (%)

To study the parental satisfaction with the children's subject skills, they were asked to evaluate this criterion on a 5-score scale, where 1 is absolutely dissatisfied and 5 is absolutely satisfied.

48,1 % of the total parental sampling are absolutely satisfied with the Children’s subject skills. 56,7 % parents believe the education quality is satisfactory and 33,5 % parents are absolutely dissatisfied with the Children’s subject skills in individual subjects (Table 17).

Table 17 / Таблица 17

Parents’ assessment of children’s subject skills (%)

Оценка родителями качества подготовки детей по предметам (%)

Level		Poor (1 and 2)	Satisfactory (3)	Good (4 and 5)
Children’s subject skills	1	33,5	1,8	0,1
	2	33,2	11,7	0,2
	3	17,6	56,7	5,7
	4	2,5	23,8	33,7
	5	1,9	4,5	57,4

6. Plans to change the educational organization

A majority of respondents (78 %) noted they did not plan to transfer their child to another school. 17 % parents stated their intention to change the educational organization and just 17 % parents and 5 % respondents found it difficult to answer.

There is a link between the school location and the plans to change the school. For example, 40 % of the parents who do not plan to change the school where their child studies noted that it is the neighborhood school and 28 % of them answered that this school was assigned to their registration address.

The South Western Administrative District is on top of the anti-rating of the parents who stated their intention to change the educational institution (16,9 %), Southeastern Administrative District ranks # 2 (13,8 %), and the Western Administrative District, # 3 (12,3 %). The Troitsky Administrative District is last (0,4 %).

The education quality and the attitude of children to school plays not an unimportant part in the plans for the future. 43,9 % parents from the total sampling regard the education quality as satisfactory, and 86,6 %, as good. 95,5 % parents who regard the education quality as good noted that children certainly enjoy studies at school, whereas 27,5 % and 49,5 % parents who estimate the education quality as satisfactory and poor noted that their children do not certainly enjoy studies at school (see Fig. 5).

Discussions results

The following conclusions can be made based on the sociological study results and the descriptive analysis data. When parents select an educational institution for their children, they give preference to some particular school (public / private) based on the following factors:

- Administrative District;
- school’s location;

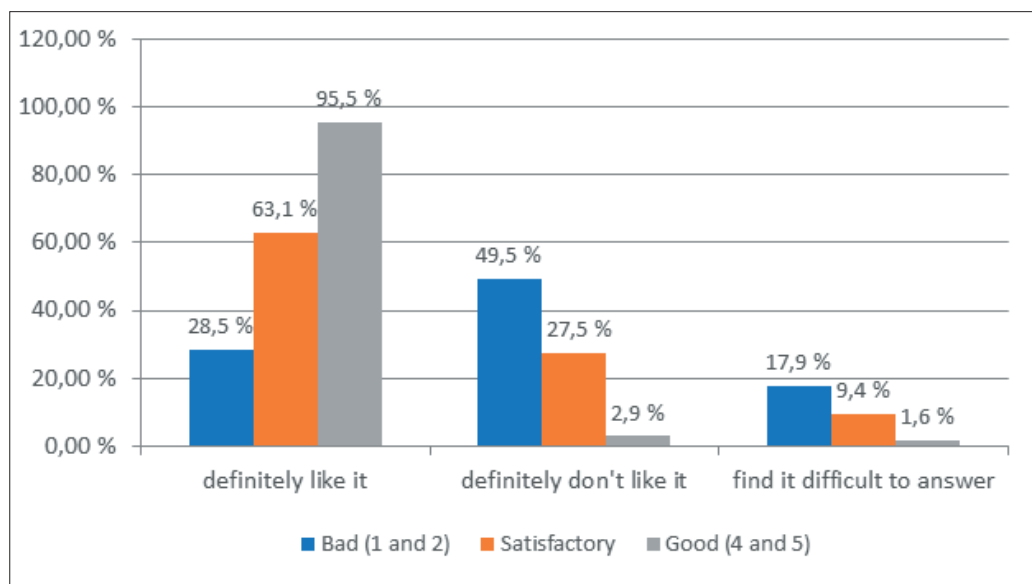


Fig. 5. Parents' perceptions of their children's attitudes towards school

Рис. 5. Представления родителей об отношении их детей к школе

- educational level of children (primary, basic and secondary education);
- education quality (availability of highly qualified teachers, availability of additional courses and curricula, etc.).

For all parents when they chose the educational institution (“Why did you choose this school? What was the most important choice factor for you when you selected the school?”), the following parameters are important: “good psychological environment, positive relations among children, between teachers and students”, “the school is free”, “the school assigned to the registration address”, “advanced studies of the necessary subjects”, “qualified teachers”, “neighborhood school”.

Such parameters as “teachers are experienced in training children with health limitations”, “it is possible to study online without attending the school”, “it is the only school in the district”, “inclusive education, the school meets the child’s health status”, “the school proposed by the mos.ru service” are not important for parents.

The educational situation of the school choice depending on the Administrative District has the following particular features:

- “Neighborhood School”, “School assigned to the registration address” are important for residents of such Administrative Districts as South Western, South-eastern, Southern, Eastern, Northern Administrative Districts;
- “qualified teachers”, for the Western, Eastern, Southeastern, and South Western Administrative Districts;
- “there are different additional education options (excursions, study groups, study sections)” – for the South Western Administrative District;
- “good psychological environment, positive relations among children, between teachers and students” – for the South Western Administrative District;

– “School assigned to the registration address” — South Western Administrative District.

The educational situation depending on the school location has the following particular features:

– Common parameters, irrespective of the district where the school and the residential building are located: “qualified teachers”, “availability of various additional education options for children (excursions, study groups, study sections)”, “good psychological environment, positive relations among children, between teachers and students”;

– if the school is located in the district where the child resides, the parameters of “neighborhood school” and “school assigned to the registration address” are important for parents;

– if the school is located other than in the child’s residence district: “advanced studies of the necessary subjects”.

The educational situation depending on the general education level of children has the following particular features:

– common parameters for all children, irrespective of the education level, are: “school’s proximity to home”, “qualified teachers”;

– In the parent’s opinion, such parameter as “School assignment to the registration address” influences the school choice for children studying in the primary and basic school (1–4 and 5–9 forms);

– the following factors are important for the primary school students: “we selected a particular teacher”, “good psychological environment, positive relations among children, between teachers and students”;

– For senior students (7–9 and 10–11 forms), the important factors are: “advanced studies of the necessary subjects”, “good psychological environment, positive relations among children, between teachers and students”.

The educational situation depending on the school type has the following particular features:

– general indicators, irrespective of the education type (public / alternative): “qualified teachers”, “there are different options of additional education (excursions, study groups, study sections)”, “good psychological environment, positive relations among children, between teachers and students”;

– such parameters as the “neighborhood school”, “school assigned to the registration address” are important for public school students;

– the following parameters are also important for private school students: “the possibility of personalized approach to the child’s education, needs and interests”, “development of the child’s interests and inclinations”, “advanced studies of the necessary subjects”.

The educational situation depending on the education quality evaluation has the following particular features:

– Such parameter as “neighborhood school” is significant for all parents, irrespective of the education quality evaluation;

– for parents who evaluated the school education quality as good (4 and 5 points) value the following parameters: “qualified teachers”, “there are different additional education options (excursions, study groups, study sections)”, “good psychological environment, positive relations among children, between teachers and students”;

– the following parameters were important for parents who evaluated the school education quality as satisfactory and poor (1 and 3 points): “school assigned to the registration address” and “the school is free”.

The educational situation depending on the parents’ intention to transfer the child to another educational institution:

– the following parameters are significant for parents whose children study in public schools and alternative education institutions (16,4 % of total population) and who plan to transfer the child to another school: “neighborhood school”, “school assigned to the registration address”;

– The following parameters are significant for all parents (16,4 % of total population) who plan to transfer the child to a public school: “neighborhood school” and “school assigned to the registration address”, “it is free”, “we selected a particular teacher”, “the elder brother/sister of the child studied in that school”;

– The following parameters are important for parents (81 %) who do not plan to transfer the child to another educational institution: “neighborhood school”, “qualified teachers”, “school assigned to the registration address”, “there are different additional education options (excursions, study groups, study sections)”, “good psychological environment, positive relations among children, between teachers and students”;

– The following parameters are significant for the parents (2,6 %) who found it difficult to answer the question about transferring the child to another educational institution: “neighborhood school” and “school assigned to the registration address”, “it is free”, “we selected a particular teacher”, “the elder brother/sister of the child studied in that school”.

Conclusion: “advice of friends and acquaintances”, “communication with school-children or their parents”, “school’s website” are important information sources for all parents when they select the school.

Conclusion

The study reveals a big difference in the factors influencing the choice of educational strategies in families with children going to public or private schools. Parents of children from private and public schools prioritize different sources of information for choosing a school or educational format and are focused on different objectives when constructing their strategies.

Parents’ satisfaction with the quality of their children’s education does not depend on the type of school. It is high in most families surveyed. At the same time, the intention to change the place or format of education is much higher among

the parents whose children go to private schools. This fact correlates with the higher rate of children's dissatisfaction with the private schools and the tuition fees families have to pay in private educational establishments.

The results of the study show that such factor as the "Location of the educational establishment" significantly impacts the choice of educational strategy.

Parents of elementary school students and low-income families pay much more attention to school proximity, home-school distance, residency registration, qualified teaching staff, club availability, and a good psychological climate.

Parents of high school students whose children often study far from home, have other preferences. They prioritize advanced curriculum, availability of supplementary education, individualized curriculum pathways, high school ranking, quality training, sociability of school administrators and an informative school website. If there is a child (children) with disabilities in a family, parents tend to choose private educational establishments in other districts.

Another factor determining the educational strategy is general intelligence of children. Significant differences are found among parents of primary and high school students.

A big proportion of parents of elementary school students is on parental leave. Such parents are actively involved in their children's education and upbringing. Home-school distance, supplementary educational establishments, and a certain primary school teacher are of great importance for them. Parents of high school students pay much attention to the educational process itself, teachers' qualifications, advanced curriculum, preparation for graduation exams, and psychological climate at school. They choose a school without any reference to the place of residence.

Thus, parents' evaluation of the quality of their children's education is rather interesting. The respondents claim that education quality is very important for primary and high school students, whereas it is not the most significant parameter for parents of junior school students.

References

1. Vachkova, S. N., & Fedorovskaya, M. N. (2022). School VS family education: pandemic blurs the boundaries. *UniverCity: Cities and Universities*, 6, 157–174.
2. Nekhorosheva, E. V. (2022). Just metropolis: educational needs of families and opportunities of the city. *UniverCity: Cities and Universities*, 6, 41–52
3. Parker, R. S., Cook, S., & Pettijohn, C. E. (2008). School Choice Attributes. *Services Marketing Quarterly*, 4(28), 21–33. https://doi.org/10.1300/J396V28N04_02
4. Bukhari, P., & Randall, E. V. (2009). Exit and Entry: Why Parents in Utah Left Public Schools and Chose Private Schools. *Journal of School Choice*, 3(3), 242–270. <https://doi.org/10.1080/15582150903304746>
5. Andersson, E., Östh, J., & Malmberg, B. (2010). Ethnic segregation and performance inequality in the Swedish school system. A regional perspective. *Environment and Planning A: Economy and Space*, 11(42), 2674–2686. <https://doi.org/10.1068/a43120>

6. Domina, T., Penner, A., & Penner, E. (2017). Categorical inequality: Schools as sorting machines. *Annual Review of Sociology*, 43, 311–330. <https://doi.org/10.1146/annurev-soc-060116-053354>
7. Kuyvenhoven, J., & Boterman, W. R. (2021). Neighbourhood and school effects on educational inequalities in the transition from primary to secondary education in Amsterdam. *Urban Studies*, 13(58), 2660–2682. <https://doi.org/10.1177/0042098020959011>
8. Wilson, D., & Bridge, G. (2019). School choice and the city: Geographies of allocation and segregation. *Urban Studies*, 15(56), 3198–3215. <https://doi.org/10.1177/0042098019843481>
9. Prieto, L. M., Aguero-Valverde, J., Zarrate-Cardenas, G., & Maarseveen, M. V. (2019). Parental preferences in the choice for a specialty school. *Journal of School Choice*, 2(13), 198–227. <https://doi.org/10.1080/15582159.2018.1442087>
10. Rohde, L. A., Campani, F., Oliveira, J. R. G., Rohde, C. W., Rocha, T., & Ramal, A. (2019). Parental Reasons for School Choice in Elementary School: A Systematic Review. *Journal of School Choice*, 3(13), 287–304. <https://doi.org/10.1080/15582159.2019.1643970>
11. Calsamiglia, C., Fu, C., & Güell, M. (2020). Structural estimation of a model of school choices: The Boston mechanism versus its alternatives. *Journal of Political Economy*, 2(128), 642–680. <https://doi.org/10.1086/704573>
12. Bosetti, L. (2004). Determinants of school choice: understanding how parents choose elementary schools in Alberta. *Journal of Education Policy*, 4(19), 387–405. <https://doi.org/10.1080/0268093042000227465>
13. Nekhorosheva, E., Alekseycheva, E., & Kravchenko, A. (2021). Quality of life and everyday mobility of schoolchildren: what choice do Moscow parents make? *SHS Web of Conferences*, 98(02002), 1–8. <https://doi.org/10.1051/shsconf/20219802002>
14. Dixon, P., & Humble, S. (2017). How School Choice Is Framed by Parental Preferences and Family Characteristics: A Study of Western Area, Sierra Leone. *Journal of School Choice*, 1(11), 95–110. <https://doi.org/10.1080/15582159.2016.1238432>
15. Erickson, H. H. (2017). How do parents choose schools, and what schools do they choose? A literature review of private school choice programs in the United States. *Journal of School Choice*, 4(11), 491–506. <https://doi.org/10.1080/15582159.2017.1395618>
16. Sikkink, D., & Schwarz, J. D. (2018). The apple doesn't fall far from the parent's school: intergenerational continuity in school sector enrollment. *Journal of School Choice*, 3(12), 318–353. <https://doi.org/10.1080/15582159.2018.1472732>
17. Pavlenko, K. V., & Dementieva, Y. O. (2022). *The role of the family in a child's education: the construction of educational space and communication with the school: an information bulletin*. M.: HSE University, 52. <https://doi.org/10.17323/978-5-7598-2642-2>
18. Wao, H., Hein, V., Villamar, R., Chanderbhan-Forde, S., & Lee, R. (2017). Parent Resource Centers: An Innovative Mechanism for Parental Involvement in School Choice Decisions. *Journal of School Choice*, 3(11), 334–356. <https://doi.org/10.1080/15582159.2017.1286426>
19. Trevena, P., McGhee, D., & Heath, S. (2015). Parental Capital and Strategies for School Choice Making: Polish Parents in England and Scotland. *Central and Eastern European Migration Review*, 5, 1–23. <https://doi.org/10.17467/ceemr.2016.10>
20. Ruijs, N., & Oosterbeek, H. (2019). School choice in Amsterdam: Which schools are chosen when school choice is free? *Education Finance and Policy*, 1(14), 1–30. https://doi.org/10.1162/edfp_a_00237
21. Talance, M. (2020). Private and Public Education: Do Parents Care About School Quality? *Annals of Economics and Statistics*, 137, 117–144. <https://doi.org/10.15609/annaeconstat2009.137.0117>

22. Brown, E., & Makris, M. V. (2018). A different type of charter school: in prestige charters, a rise in cachet equals a decline in access. *Journal of Education Policy*, 1(33), 85–117. <https://doi.org/10.1080/02680939.2017.1341552>
23. Goldring, E. B., & Phillips, K. J. R. (2008). Parent preferences and parent choices: the public-private decision about school choice. *Journal of Education Policy*, 3(23), 209–230. <https://doi.org/10.1080/02680930801987844>
24. Hill, K. D. (2018). What urban parents want: A parent network's negotiation of school choice and advocacy efforts in underserved city schools. *Improving Schools*, 3(21), 209–224. <https://doi.org/10.1177/1365480218783793>
25. Dukhanina, L. N., Mertsalova, T. A., Belikov, A. A., Gorbovsky, R. V., & Zair-Bek, S. I. (2019). *Private Schools of Russia: State, Trends and Perspectives of Development. Analytical report*. Moscow: HSE University. 80 p.
26. Kalimullin, A. M., Yungblud, V. T., & Khodyreva, E. A. (2016). Characteristic features of innovation project management aimed at university human resource development. *International Journal of Environmental and Science Education*, 11(9), 2237–2253.
27. Shaidullina, A. R., Merzon, E. E., Zakirova, V. G., Mokeyeva, E. V., Karev, B. A., Burdukovskaya, E. A., & Polevaya, N. M. (2015). The peculiarities of perspective students selection mechanism by the future employers-enterprise. *Review of European Studies*, 7(1), 68–73.
28. Sakhieva, R. G., Khairullina, E. R., Khisamiyeva, L. G., Valeyeva, N. S., Masalimova, A. R., & Zakirova V. G. (2015). Designing a structure of the modular competence-based curriculum and technologies for its implementation into higher vocational institutions. *Asian Social Science*, 11(2), 246–251.
29. Masalimova, A. R., & Sabirova, L. L. (2014). Multi-dimensional classification of types and forms of corporate education. *American Journal of Applied Sciences*, 11(7), 1054–1058.

СПИСОК ИСТОЧНИКОВ

1. Вачкова, С. Н., Федоровская, М. Н. (2022). Школьное VS семейное образование: пандемия стирает границы. *UniverCity: Города и университеты*, 6, 157–174.
2. Нехорошева, Е. В. (2022). Справедливый мегаполис: образовательные запросы семей и возможности города. *UniverCity: Города и университеты*, 6, 41–52.
3. Parker, R. S., Cook, S., & Pettijohn, C. E. (2008). School Choice Attributes. *Services Marketing Quarterly*, 4(28), 21–33. https://doi.org/10.1300/J396V28N04_02
4. Bukhari, P., & Randall, E. V. (2009). Exit and Entry: Why Parents in Utah Left Public Schools and Chose Private Schools. *Journal of School Choice*, 3(3), 242–270. <https://doi.org/10.1080/15582150903304746>
5. Andersson, E., Östh, J., & Malmberg, B. (2010). Ethnic segregation and performance inequality in the Swedish school system. A regional perspective. *Environment and Planning A: Economy and Space*, 11(42), 2674–2686. <https://doi.org/10.1068/a43120>
6. Domina, T., Penner, A., & Penner, E. (2017). Categorical inequality: Schools as sorting machines. *Annual Review of Sociology*, 43, 311–330. <https://doi.org/10.1146/annurev-soc-060116-053354>
7. Kuyvenhoven, J., & Boterman, W. R. (2021). Neighbourhood and school effects on educational inequalities in the transition from primary to secondary education in Amsterdam. *Urban Studies*, 13(58), 2660–2682. <https://doi.org/10.1177/0042098020959011>

8. Wilson, D., & Bridge, G. (2019). School choice and the city: Geographies of allocation and segregation. *Urban Studies*, 15(56), 3198–3215. <https://doi.org/10.1177/0042098019843481>
9. Prieto, L. M., Aguero-Valverde, J., Zarrate-Cardenas, G., & Maarseveen, M. V. (2019). Parental preferences in the choice for a specialty school. *Journal of School Choice*, 2(13), 198–227. <https://doi.org/10.1080/15582159.2018.1442087>
10. Rohde, L. A., Campani, F., Oliveira, J. R. G., Rohde, C. W., Rocha, T. & Ramal, A. (2019). Parental Reasons for School Choice in Elementary School: A Systematic Review. *Journal of School Choice*, 3(13), 287–304. <https://doi.org/10.1080/15582159.2019.1643970>
11. Calsamiglia, C., Fu, C., & Güell, M. (2020). Structural estimation of a model of school choices: The Boston mechanism versus its alternatives. *Journal of Political Economy*, 2(128), 642–680. <https://doi.org/10.1086/704573>
12. Bosetti, L. (2004). Determinants of school choice: understanding how parents choose elementary schools in Alberta. *Journal of Education Policy*, 4(19), 387–405. <https://doi.org/10.1080/0268093042000227465>
13. Nekhorosheva, E., Alekseycheva, E., & Kravchenko, A. (2021). Quality of life and everyday mobility of schoolchildren: what choice do Moscow parents make? *SHS Web of Conferences*, 98(02002), 1–8. <https://doi.org/10.1051/shsconf/20219802002>
14. Dixon, P., & Humble, S. (2017). How School Choice Is Framed by Parental Preferences and Family Characteristics: A Study of Western Area, Sierra Leone. *Journal of School Choice*, 1(11), 95–110. <https://doi.org/10.1080/15582159.2016.1238432>
15. Erickson, H. H. (2017). How do parents choose schools, and what schools do they choose? A literature review of private school choice programs in the United States. *Journal of School Choice*, 4(11), 491–506. <https://doi.org/10.1080/15582159.2017.1395618>
16. Sikkink, D., & Schwarz, J. D. (2018). The apple doesn't fall far from the parent's school: intergenerational continuity in school sector enrollment. *Journal of School Choice*, 3(12), 318–353. <https://doi.org/10.1080/15582159.2018.1472732>
17. Павленко, К. В., Дементьева, Ю. О. (2022). Роль семьи в образовании ребенка: конструирование образовательного пространства и коммуникация со школой: информационный бюллетень. М.: НИУ ВШЭ, 52. <https://doi.org/10.17323/978-5-7598-2642-2>
18. Wao, H., Hein, V., Villamar, R., Chanderbhan-Forde, S., & Lee, R. (2017). Parent Resource Centers: An Innovative Mechanism for Parental Involvement in School Choice Decisions. *Journal of School Choice*, 3(11), 334–356. <https://doi.org/10.1080/15582159.2017.1286426>
19. Trevena, P., McGhee, D., & Heath, S. (2015). Parental Capital and Strategies for School Choice Making: Polish Parents in England and Scotland. *Central and Eastern European Migration Review*, 5, 1–23. <https://doi.org/10.17467/ceemr.2016.10>
20. Ruijs, N., & Oosterbeek, H. (2019). School choice in amsterdam: Which schools are chosen when school choice is free? *Education Finance and Policy*, 1(14), 1–30. https://doi.org/10.1162/edfp_a_00237
21. Talence, M. (2020). Private and Public Education: Do Parents Care About School Quality? *Annals of Economics and Statistics*, 137, 117–144.
22. Brown, E., & Makris, M. V. (2018). A different type of charter school: in prestige charters, a rise in cachet equals a decline in access. *Journal of Education Policy*, 1(33), 85–117. <https://doi.org/10.1080/02680939.2017.1341552>
23. Goldring, E. B., & Phillips, K. J. R. (2008). Parent preferences and parent choices: the public-private decision about school choice. *Journal of Education Policy*, 3(23), 209–230. <https://doi.org/10.1080/02680930801987844>

24. Hill, K. D. (2018). What urban parents want: A parent network's negotiation of school choice and advocacy efforts in underserved city schools. *Improving Schools*, 3(21), 209–224. <https://doi.org/10.1177/1365480218783793>
25. Духанина, Л. Н., Мерцалова, Т. А., Беликов, А. А., Горбовский, Р. В., Заир-Бек, С. И. (2019). *Частные школы России: состояние, тенденции и перспективы развития. Аналитический доклад*. Москва: НИУ ВШЭ. 80 с.
26. Kalimullin, A. M., Yungblud, V. T., & Khodyreva, E. A. (2016). Characteristic features of innovation project management aimed at university human resource development. *International Journal of Environmental and Science Education*, 11(9), 2237–2253.
27. Shaidullina, A. R., Merzon, E. E., Zakirova, V. G., Mokeyeva, E. V., Karev, B. A., Burdukovskaya, E. A., & Polevaya, N. M. (2015). The peculiarities of perspective students selection mechanism by the future employers-enterprise. *Review of European Studies*, 7(1), 68–73.
28. Sakhieva, R. G., Khairullina, E. R., Khisamiyeva, L. G., Valeyeva, N. S., Masalimova A. R., & Zakirova V. G. (2015). Designing a structure of the modular competence-based curriculum and technologies for its implementation into higher vocational institutions. *Asian Social Science*, 11(2), 246–251.
29. Masalimova, A. R., Sabirova, L. L. (2014). Multi-dimensional classification of types and forms of corporate education. *American Journal of Applied Sciences*, 11(7), 1054–1058.

Статья поступила в редакцию: 01.12.2022;
одобрена после рецензирования: 06.02.2023;
принята к публикации: 10.03.2023.

The article was submitted: 01.12.2022;
approved after reviewing: 06.02.2023;
accepted for publication: 10.03.2023.

Сведения об авторах:

Мария Николаевна Федоровская — эксперт центра аналитических исследований и моделирования в образовании Научно-исследовательского института урбанистики и глобального образования, Московский городской педагогический университет, Москва, Россия,

fedorovskayaMN@mgpu.ru, <https://orcid.org/0000-0002-8274-1931>

Юлия Игоревна Суменкова — эксперт центра аналитических исследований и моделирования в образовании Научно-исследовательского института урбанистики и глобального образования, Московский городской педагогический университет, Москва, Россия,

sumenkovayui@mgpu.ru, <https://orcid.org/0000-0001-6632-9130>

Анастасия Валерьевна Миронова — специалист лаборатории городского благополучия и здоровья Научно-исследовательского института урбанистики и глобального образования, Московский городской педагогический университет, Москва, Россия,

miroнова1@mgpu.ru, <https://orcid.org/0000-0003-4231-8060>

Ирина Алексеевна Яшина — эксперт центра аналитических исследований и моделирования в образовании Научно-исследовательского института урбанистики и глобального образования, Московский городской педагогический университет, Москва, Россия,

yashinaia@mgpu.ru, <https://orcid.org/0000-0001-6655-2594>

Ольга Валерьевна Анисимова — младший научный сотрудник центра аналитических исследований и моделирования в образовании Научно-исследовательского института урбанистики и глобального образования, Московский городской педагогический университет, Москва, Россия,
anisimovaov@mgpu.ru, <https://orcid.org/0009-0008-3601-5075>

Information about authors:

Maria N. Fedorovskaya — Expert of the Center for Analytical Research and Modeling in Education, Research Institute of Urbanism and Global Education, Moscow City University, Moscow, Russia,
fedorovskayaMN@mgpu.ru, <https://orcid.org/0000-0002-8274-1931>

Yulia I. Sumenkova — Expert of the Center for Analytical Research and Modeling in Education, Research Institute of Urbanism and Global Education, Moscow City University, Moscow, Russia,
sumenkovayui@mgpu.ru, <https://orcid.org/0000-0001-6632-9130>

Anastasia V. Mironova — research manager of the Laboratory of Urban Health and Wellbeing, Research Institute of Urbanism and Global Education, Moscow City University, Moscow, Russia,
mironova1@mgpu.ru, <https://orcid.org/0000-0003-4231-8060>

Irina A. Yashina — Expert of the Center for Analytical Research and Modeling in Education, Research Institute of Urbanism and Global Education, Moscow City University, Moscow, Russia,
yashinaia@mgpu.ru, <https://orcid.org/0000-0001-6655-2594>

Olga V. Anisimova — junior researcher of the Center for Analytical Research and Modeling in Education, Research Institute of Urbanism and Global Education, Moscow City University, Moscow, Russia,
anisimovaov@mgpu.ru, <https://orcid.org/0009-0008-3601-5075>

Вклад авторов: все авторы сделали эквивалентный вклад в подготовку публикации. Авторы заявляют об отсутствии конфликта интересов.

Contribution of the authors: the authors contributed equally to this article. The authors declare no conflicts of interests.