

Emirati Journal of Education and Literature
Vol 4 Issue 1 (2026)
Pages 14 - 22
Available at
www.emiratesscholar.com

Parents' Perceptions on School Selection for their Gifted Children in Grade Six in the UAE

Fatima Husain
School Principal at ADEK, United Arab Emirates

ARTICLE INFO

KEYWORDS

Voucher system; gifted children; parents' perceptions; school choice; factors

HOW TO CITE

Husain, F. (2026). Parents' Perceptions on School Selection for their Gifted Children in Grade Six in the UAE. Emirati Journal of Education and Literature, 4(1), 14-22.
https://doi.org/10.54878/mn1ebc26

ABSTRACT

The Abu Dhabi Educational Council (ADEK) is committed to investing in gifted and talented students as part of its educational reform. Parents are key players in this reform process. This case study aims to explore parents' perceptions of the targeted voucher system and the factors that influence their school choices for their sixth-grade children who are gifted and talented. The main findings revealed that all participants were in favor of a voucher system for gifted children in the UAE, particularly if it allowed for school choice. They viewed the voucher as beneficial for the gifted, but emphasized the need for an accountable system. The primary factors that influenced the participants' school choices for their gifted children were co-educational settings, curriculum types, school quality, and schools that aligned with their values and beliefs. The study concludes with implications for practice and suggestions for future research topics.

Double-blind peer review by independent reviewers.

Received: 18 Jan 2026, Accepted: 17 May 2026, Published: 10 Jun 2026

*Corresponding author: fatima.yousif@inpsabudhabi.com

Copyright: © 2026 by the author. Licensee Emirates Scholar Center for Research & Studies, UAE.
Open access under the Creative Commons Attribution (CC BY) license
https://creativecommons.org/licenses/by/4.0

Introduction

Parents' Perceptions on School Selection for Their Gifted Children in Grade Six in the UAE

A voucher system is a government funding method that allows students to attend private schools and pursue specific programs. There are two types: universal vouchers for all students and targeted vouchers for specific groups, such as underprivileged, gifted, or special needs students (Cavalic et al., 2019; Tok et al., 2016). The voucher allows parents to choose schools that meet their gifted children's needs. In the UAE, the Abu Dhabi Educational Council (ADEK) currently does not have a voucher system for any groups, including gifted and talented students. ADEK launched a pilot program for this student population in 2016, but it lacks a voucher system and trained teachers to implement a new curriculum in Abu Dhabi (ADEK, 2016).

The UAE government, which spends an average of 50,000 Dirhams per public school student on Cycle 2 (grades 5-8) (UAE School Fees, 2024), could allocate this funding to a targeted voucher system for gifted and talented students. This would allow families to choose schools that offer suitable support or programs, potentially reducing the costs of supporting their attendance in public schools. Parents' views on the voucher system are vital when choosing their children's schools. International studies have examined parents' perceptions of voucher systems and the factors influencing their choices, such as values, academic performance, school location, class size, curriculum, English language instruction, gender, and religion (Fleming, 2021; Ladd & Fiske, 2019; Venketsamy & Miller, 2021).

The voucher system is new in the UAE, and few studies have been conducted on it. Studies on parents' perceptions of private schools suggested that parents prioritized teaching and learning quality and English language instruction. They also considered languages (Arabic, English, and others) and Islamic education, Emirati culture, and heritage instruction when choosing a school (Kippels & Ridge, 2019; Knowledge and Human Development Authority, 2012). Therefore, more research is needed to understand parents' perceptions of the voucher system and factors influencing their school choices.

Parents' Views on Voucher Systems

Gifted students require specialized programs and curricula to meet their needs. It is crucial to focus on these students to facilitate education reform in ADEK and align with the country's strategic vision, as the government is focused on fostering human capacity and a knowledge-based economy (ADEK, 2016). Since voucher systems are specifically designed to provide flexible pathways, they can nurture advanced learners by giving them access to instruction that matches their needs.

In Khan's (2019) study, parental support increased following the successful implementation of a targeted voucher system. Initially, vouchers received little parental support because they were available only to girls. Khan's study shows how vouchers can be strategically used to reduce gender imbalances in the educational system by targeting underrepresented groups. In the U.S., Figlio et al.'s (2023) study on vouchers resulted in tripling private school enrollment compared to public school enrollment, improving student performance, and enhancing the quality of both private and public schools in Florida. It is worth noting that Florida has established the largest voucher program in the country. Garnett's (2021) study found that accountability and transparency were found to contribute to the success of effective voucher systems by helping parents make informed decisions and promoting educational pluralism.

In the following studies, parental perceptions motivate school choice. In 2012, Qatar introduced a voucher system that allowed Qatari citizens to attend selected private schools approved by the Supreme Education Council (SEC). The education reform initiative prioritized schools that taught Qatari history, Islamic studies, and Arabic. Despite educational reform policies that eased access to privatized schools, it was the government sector that experienced unexpected growth in the number of schools and students, as Qatari parents chose government schools to preserve their language and culture (Amin & Cochrane, 2023). In Australia, socioeconomic and socio-ecological factors influenced parents' use of the Active Kids voucher programs. Parental concerns such as affordability, scheduling conflicts, and cultural identity were cited as factors impacting their decision to use the voucher (Virgona et al., 2022).

School performance has also been cited as a consideration for parents when making school choices. Hill (2023) underscores that academic achievement holds significant weight in parents' decisions to select a school environment where their child can grow and learn in urban settings. Ellison and Aloe (2019) also assert that parental decision-making in urban school choice incorporates dimensions of parental empowerment by emphasizing equity and accessibility in the process. On an international scale, the OECD (2017) advocates for successful choice-based systems to promote quality, equity, and coherence in schools. Carefully designed mechanisms of checks and balances can enhance the development of diverse student populations. Foley et al.

ISSN: 3080-1567 - https://doi.org/10.54878/mn1ebc26

(2023) also assert the need for a structured implementation approach when offering educational programs to families. Cantu et al. (2021) found that parents' decisions to enroll their child(ren) in a chosen school are influenced by a positive school culture, relationships with school personnel, and high-quality customer service. The literature collectively demonstrates the multifaceted nature of parental decision-making in school choice. To meet the diverse needs and preferences of parents and students, it is crucial to address quality, equity, and effective implementation strategies

Gifted Students and Voucher Systems

According to Matthews (2004), gifted education in youth is often overlooked, with little research dedicated to its study. Nevertheless, targeted programs for gifted students are significant because high-performing students are likely to be tomorrow's leaders (Fenoll et al., 2020). Giftedness is defined as the natural expression of aptitudes or gifts, placing the gifted individual among the top 10% of their age group. In comparison, talent is described as an outstanding expression of one or more abilities, methodically cultivated in at least one domain of human activity. By refining superior natural abilities, talents can emerge into well-trained skills within a specific area of human endeavor. Unfortunately, without the invested effort in development and training, natural abilities cannot be elevated into talents. As a result, the school experience becomes critical for enriching talent (Gomez-Arizaga et al., 2020).

Gifted students are disconnected from the general education curriculum, underscoring the need for more tailored educational approaches to address their unique needs. In response, positive learning experiences for gifted students can be nurtured by providing challenging, meaningful learning opportunities (Gómez-Arízaga et al., 2020; Gómez-Arízaga & Conejeros-Solar, 2021). One way that voucher programs can meet the needs of gifted students is by offering courses at local universities (EdChoice, 2019).

Research Questions

Although small-scale, this study can inform policymakers, teachers, and principals about parents' perceptions of a voucher system and the factors that influence the selection of schools for gifted children. The study is also significant, as it can enhance the literature, given that little research has been done in this field of inquiry in the UAE context. In addition, research on the voucher system for gifted and talented students is important in the UAE context to further support the economic vision and country goals to build the nation's human resources.

This study explores parents' perceptions of a targeted educational voucher system for gifted students and the factors that influence their school choice for their gifted children. The study focuses on the parents of Grade Six students at a Cycle 2 girls' school in Abu Dhabi, where ADEK is piloting a new gifted and talented program. This study seeks to answer the following two research questions:

What are parents' perceptions of a targeted voucher system for gifted and talented children in grade six?

What factors influence parents' choice of schools for their gifted children?

Conceptual Framework

This study's conceptual framework draws on Angela McCarthy's (2001, 2007) grounded-theory research on educational choice. McCarthy's work examines how families make deliberate decisions about schooling, underscoring how personal values, family priorities, and resource availability shape these choices. Her findings highlight that parental decisions are simultaneously impacted by both practical considerations and core values, making it particularly relevant for understanding how parents of gifted students choose educational pathways. McCarthy's research lens situates parental choice within the context of parents' intentional investment in their child's potential, which is informed by their hopes, aspirations, and assessments of their children's needs.

Methodology

A qualitative approach was adopted in the study. Qualitative research seeks information about attitudes, interests, and reactions to human experiences (Creswell, 2014). A qualitative approach was suitable for this study because it explored parent perceptions, which can be gathered through qualitative methods such as interviews and focus groups (Ary et al., 2014; Clark & Creswell, 2015).

This study was informed by the administrative faculty's informal observations, which were shared through monthly feedback meetings with school teachers. The observations and meetings occurred before formal data collection. Observations from administrative faculty included dissatisfaction expressed by gifted students with their STEM projects. The students were dissatisfied because they were required to invest considerable effort in a project that garnered no recognition and was never submitted to any competition. Additionally, the differentiation developed by the classroom teachers was insufficiently stimulating, leaving gifted students bored and neglected. While these informal observations were

ISSN: 3080-1567 - https://doi.org/10.54878/mn1ebc26

not analyzed as primary data, they provided contextual understanding of parental engagement practices and supported the interpretation of parents' responses.

Participants

The research was conducted in the Emirate of Abu Dhabi. The research focused on grade 6 parents because the UAE's educational policy implemented a gifted and talented pilot program for this grade level. Parents of gifted grade 6 students were recruited in person and by email. A total of seven female parents participated. The participants' background information is included in Table 1. Given that gifted students represent only an estimated 3–5% of the school-age population in Arab countries (Borland, 2009; Abu-Hamour & Al Hmouz, 2025; AlGhawi, 2017; Al-Hroub, 2023), their small presence in schools makes it difficult to obtain large qualitative samples. As a result, a focus group of seven participants is appropriate and sufficient for exploring parent perceptions in depth.

Table 1Participant Background Information				
Participants	Age	Educational background	Occupation	Preference for curriculum
Individual Interview and Focus Group Participants				
Participant 1	Over 30	Bachelor	Education	Japanese
Participant 2	Over 30	Bachelor	Secretary	British
Participant 3	Over 30	Bachelor	Counselor	British
Participant 4	Over 30	Bachelor	Education	American
Focus Group Participants Only				
Participant 1	Over 40	Master	Educational leadership	American
Participant 2	Over 40	Bachelor	Not working	Ministry of Education
Participant 3	Over 40	Bachelor	Not working	Ministry of Education

Data Collection and Data Analysis

Due to participants' scheduling conflicts, the researcher conducted individual semi-structured interviews and a focus group to collect data for the study. Four participants were interviewed individually, and a follow-up focus group was conducted with all seven participants. All participants signed a consent form approved by the Ethics Committee at Emirates College of Advanced Education (ECAE). Prior to signing the consent form, each participant was informed of the study's purpose, what their participation entailed, and that they could withdraw at any time. The signed consent form was completed before any data were gathered.

The interviews and focus group were audio-recorded, and the questions were read in English and translated into Arabic for all participants. To protect the participants' privacy, pseudonyms were used when the audio-recordings were transcribed. All digital files were stored on a password-protected device accessible only to the researcher. A thematic analysis approach was then used to code and analyze the transcribed data (Clark & Creswell, 2015; Cohen et al., 2011; Creswell, 2014).

Results

The findings are organised under each research question, followed by an interpretation of the results supported by the literature. To contextualize the findings, this study uses McCarthy's (2001, 2007) lens on parental educational choice to examine how families navigate schooling decisions for gifted students, balancing practical considerations and family values.

ISSN: 3080-1567 - https://doi.org/10.54878/mn1ebc26

Perceptions of the Voucher System

In this section, four sub-themes are discussed, which answer the first research question: What are parents' perceptions of a targeted voucher system for gifted and talented children in grade six? The four sub-themes explain the parents' perceptions of the voucher system, the accountability system, the benefits of a voucher system, and their expectations of schools with voucher systems.

Value of the voucher system. The voucher system is a new concept in the UAE, and all participants in the interviews and focus group were unfamiliar with it; however, after more information was provided, they agreed that the voucher system would benefit gifted students. Three participants from the interviews (1, 2, and 3) believed that the voucher system offered an opportunity to develop elite students to benefit the country. All interview and focus group participants agreed that the voucher would give students a chance to build their futures. They said it is a good program to encourage and support the nation's talent pool. Participant 2 from the interview believed that the voucher would increase the competition among students.

All interview and focus group participants agreed that the voucher system would support the freedom of choice. Parents would be able to choose the school that could benefit their gifted students. Participant 4 from the interview said: "It will give the parents chances to choose the best school option for their children's needs." Participant 2 from the focus group added: "I think when there is a choice, which comes from the parents, they will be satisfied by the school, and they can choose the quality that makes them satisfied."

System of accountability. Parents need an accountable voucher system. The voucher system should be a clear and understandable system for all parents, with no biases. All participants in both interviews and the focus group mentioned they needed to understand the program's dynamics and process. Two interview participants, Participants 1 and 2, mentioned that they would refuse the vouchers for their gifted children if they felt the criteria for selecting gifted students were unfair. Interview Participant 1 stated that the nomination should come from the members in the school and "people from outside the school." The interview and focus group participants also mentioned that they need to know the characteristics of selecting gifted students, the benefits included (e.g., transportation), and which schools are included in the voucher program. Participants in the focus group also wanted to know if the voucher system could include more than one member of the same family.

The benefits. Interview Participants 1, 2, and 3 believed that the voucher system would allow their children to join schools that would offer their gifted child the opportunity to gain more experience in a diverse setting and build their confidence. All participants in the interviews and the focus group believed that the voucher system would build on the students' skills and provide the gifted students with what they need.

Participant 1 in the focus group said: "The voucher system increases competition among schools by allowing parents to choose where to enroll their children. To attract students and funding, schools must improve quality, enhance teaching, and innovate, leading to overall better education." Furthermore, Participant 2 mentioned in the interview that students would benefit from better resources and from learning new languages such as French and Japanese. Other participants from the interview and the focus group believed that students would have the opportunity to use their weekends and holidays for extracurricular activities. Participant 4 from the interview agreed that gifted students need to be challenged; they need to participate and compete at an international level, thus further building their abilities. She also mentioned that these activities were previously available in Model schools in Abu Dhabi, but are no longer offered.

Expectations. The participants stated that they need teachers who are trained to work with gifted students and know how to develop and improve their skills and capabilities. Participant 1 from the interview said: "An English teacher said that my daughter has a good imagination when writing stories, but she never helped to develop her writing, although she noticed that the student is gifted." All the participants from the interview and the focus group believed that their children needed different types of extracurricular activities. They believed that extracurricular activities would increase their abilities, build the students' confidence, and enhance their giftedness. In addition, all participants from the interview and the focus group believed that having a schedule for the extra activities is important, even if it was after school or on the weekends.

All the participants from the interview and the focus group cared about all aspects of their gifted child, extending beyond academic development. For example, Participant 1 from the interview said:

The Japanese school looks at all aspects of the child. Child health, language, unique system, they concentrate on ethical skills (identity, manners, etiquette, social skills, behaviour, cleaning, organizing, all aspects of educating them for life plus academic learning). Mothers are very

ISSN: 3080-1567 - https://doi.org/10.54878/mn1ebc26

satisfied in this school and they don't have any complaints.

Participant 3 in the focus group added: "I don't care whether the school is public or private, I care about which school can benefit my gifted child".

Findings for Research Question 1

The research findings for question 1 are supported by the literature. The participants highlighted the need for a voucher system to support gifted students. By offering parents the choice of the best educational environment for their child, the voucher system can foster opportunities to develop gifted students' natural abilities into talent (Fenoll et al., 2020; Gomez-Arizaga et al., 2020). Challenging gifted students was a key concern for parents, and with school vouchers, they can seek out educational programs that offer a more tailored approach to meet their child's unique needs (Gómez-Arízaga et al., 2020; Gómez-Arízaga & Conejeros-Solar, 2021). Feasibility was also mentioned as a consideration for voucher systems, and this is supported by Virgona et al.'s (2022) finding that parental concerns shape parents' choice in utilizing vouchers.

Factors Impacting School Selection

In this section, the four sub-themes that answer the second research question: What are the factors that impact parents' selection of schools for their gifted children? The four sub-themes explain the factors that influence parents' perceptions of the voucher, including co-education, curriculum, school quality, and other factors.

Co-educational curriculum. All the participants in the interview and the majority of participants in the focus group refused co-educational schools for their children, except one participant in the focus group, who studied abroad and did not mind moving her daughter to a co-educational school. All the other participants believed that the co-educational concept was against their values and cultures, as it mixed boys and girls in the same learning environment. Participant 3 from the interview said: "This is the way we were raised and grown." All participants from the interview and the focus group would accept co-educational schools if their children were in Cycle 1; all participants accepted co-educational schools for their boys, but not for their girls. Participant 1 from the interview agreed with the concept of no co-education in the public schools for Cycle 2 and Cycle 3.

Curriculum. All participants from the interview and the focus group preferred a different curriculum for gifted students, reflecting their individual educational backgrounds and life experiences (see Table 1). Participant 1 from the interview needed a Japanese curriculum; she believed that schools can help develop students in all aspects. Participants 2 and 3 from the interview preferred the British curriculum because they believed it could improve students' academic performance, strengthen their English, and prepare them for university. Participant 3 from the interview, who studied in British schools, believed that the British Curriculum is the best to prepare students for the future.

Participant 1 from the focus group and Participant 4 from the interview agreed that the American system is more beneficial for their gifted children; they believed that it is more flexible and focuses on the student's skills and academic progress. Focus group participant 1 obtained a Master's degree abroad and believed that the American curriculum is the best for gifted students. Both Participants 2 and 3 from the focus group believed in the Ministry of Education curriculum from the UAE. They believed that the students were more knowledgeable in the past, the system was clear for all parents, and more accountable, as Participant 2 from the focus group said:

I did not suffer from the public schools in the past, but nowadays the system is not clear. I notice that my child finish school with no deep knowledge, she does not understand what she took along the whole year, there aren't as many assessments as before, the students do not care about learning because they will be promoted to the next grade.

Participant 1 in the interview supported public schools, whereas Participant 2 preferred the British curriculum. Participant 4 preferred an American curriculum.

School quality. All participants in the focus group and the individual interviews needed a school they could trust. Schools should have a high rank in Irtiqaa report and a good reputation. Participant 1 from the focus group said, "School ranking and the school reputation are important." Participant 4 from the interview group added: "I look for the students who graduated from the school, and which universities they were accepted into." Participant 3 from the interview mentioned that the school ranking is an important factor for her when choosing a school for her gifted child. In addition, Participant 1 in the focus group mentioned that she considered the school's reputation and the Irtiqaa ranking as important factors when choosing a school for her gifted child. Participant 1 from the interview stated that she was dissatisfied because the teacher was aware of her daughter's writing talent but did not make an effort to improve her skills.

ISSN: 3080-1567 - https://doi.org/10.54878/mn1ebc26

Other factors. Participants in the interview and the focus group mentioned other factors. The participants in the interview cited elements such as location and a safe, healthy environment. For example, Participants 2, 3, and 4 from the interview mentioned that the voucher system is an excellent chance for families who cannot afford private school fees. Participant 3 from the interview believed that a safe school environment, free of bullying, and the development of national identity were essential factors in choosing the school for her gifted child. In addition, she mentioned that healthy classrooms are very important. She said: "I noticed after I moved my daughter from the school that she was always sick because of the unhealthy classroom environment."

In addition, Participant 3 from the focus group mentioned that transportation was an important factor in choosing the school for "my gifted child, and I will reduce [supporting] the voucher if there was not including the transportation facility."

Findings for Research Question 2

Regarding parents' perceptions of the voucher system, the findings showed that participants considered their own cultural values. For instance, most parents rejected co-educational schools for Cycle 2 students. Additionally, the participants supported curriculum frameworks that integrated their cultural background into the schooling system. The literature supports the importance of culture in parents' school choice (Amin & Cochrane, 2023; Virgona et al., 2022). Other factors impacting parents' perceptions of the voucher system included school performance and practical considerations such as transportation. These findings are aligned with the literature on parents' motivation for school choice, which identifies academic outcomes and accessibility as important determinants (Hill, 2023; Virgona et al., 2022).

Limitations of the Study

Despite the positive outcomes, this study should acknowledge the limitations. The study relied on a small sample and only on interviews and a focus group. In addition, perceptions were based on the parents of grade six students from one school. The study used a convenience sample, which included individuals with whom I had easy access. While the small convenience sample limits the extent to which the findings can be generalized, the sampling strategy was appropriate given the exploratory, qualitative nature of the research. Additionally, a low-incidence group, such as gifted students (Borland, 2009; AlGhawi, 2017; Al-Hroub, 2023), naturally restricts the available pool of participants. A smaller, focused sample enabled in-depth engagement with the parents and yielded rich insights into their experiences. The aim of this study was not statistical generalization. It focuses on a deeper understanding of the phenomenon within a specific context. The findings from this study are intended to inform and guide future research on parents' school choice within larger and more diverse populations. A further limitation is that the voucher system and the gifted and talented program are new concepts for many parents, as they were piloted by ADEK for only a limited number of schools in a small area of Abu Dhabi. Therefore, parent perceptions about the voucher system may have some limitations..

Discussion

This study examined participants' perceptions of a voucher system and found that all participants supported a voucher system for gifted children, especially when there is freedom of choice in schools. They also saw the benefits of such a system for their gifted children. The results showed that all participants had clear expectations regarding extracurricular activities and children's overall development within such a system. Participants also expressed a preference for an accountable voucher system with a clear communication policy and schools that matched their values and beliefs.

This research also examined the factors that influenced parents' school selection for their gifted and talented children. The main factors influencing participants' school choices were co-education, curriculum types, and school quality. Most participants did not support a co-educational system for their gifted girls in Cycle 2 because co-education for girls does not align with their traditions. All preferred different types of curriculum, mainly influenced by participants' past experience with a particular type of curriculum. Many participants also considered the quality of the schools to be an essential aspect. Other factors participants considered included the school's location, transportation, finances, and a safe and healthy environment.

In future studies on targeted voucher systems, stakeholder perspectives can be enhanced to include male students and parents, students from different grade levels, and teachers. Future studies could also include other data-gathering tools, such as surveys, to reach a broader range of participants and complement the qualitative data. Quantitative studies are essential for gathering large volumes of data.

This study informs ADEK and other stakeholders about parents' perceptions of the voucher system for a targeted group. Studies on school choice are important for policymakers because they increase understanding of

ISSN: 3080-1567 - https://doi.org/10.54878/mn1ebc26

parents' priorities and perceptions of different schooling options. This study showed that parents supported the public school approach but emphasized the need for a variety of curricula. Furthermore, schooling options need a variety of choices aligned with parents' values and students' needs. All these serve to raise awareness about parents' choices and views.

The study showed that parental choices varied, providing information for policy development regarding the curriculum, location, and values and beliefs embedded in the school's mission. If a voucher program is to be established in the UAE, there must be a clear policy of communication and accountability.

References

Abu Dhabi Education Council (ADEK). (2016). Gifted/talented pilot program handbook G/T

identification and services special education division. ADEK.

Abu-Hamour, B., & Al Hmouz, H. (2025). Preliminary validation of two math screening

tools to identify gifted students in grades 3–5 in Jordan. Frontiers in Psychology, 16, Article 1478767. https://doi.org/10.3389/fpsyg.2025.1478767

AlGhawi, M. (2017). Gifted education in the United Arab Emirates: Analyses from a

learning-resource perspective. Cogent Education, 4(1).

https://doi.org/10.1080/2331186X.2017.1368891

Al-Hroub, A. (2023). Rethinking gifted education in Jordan: An analysis of the role of

educational and learning capitals. Cogent Education, 10(1). https://doi.org/10.1080/2331186X.2023.2203591

Amin, H., & Cochrane, L. (2023). The development of the education system in Qatar:

Assessing the intended and unintended impacts of privatization policy shifts. British Journal of Middle Eastern Studies, 1–21. https://doi.org/10.1080/13530194.2023.2198688

Ary, D., Jacobs, L., Sorensen, C., & Walker, D. (2014). Introduction to research in education (9th ed). Ringgold Inc.

Borland, J. H. (2009). Gifted education without gifted children: The case for noncategorical

programs. Prufrock Press.

Cantu, N., Varela, D.G., Jones, D., & Challoo, L.(2021). Factors that influence school

choice: A Look at parents' and school leaders' perceptions. Research in Educational Policy and Management, 3(1), 19-41. https://doi.org/10.46303/repam.2021.2

Cavalic, A., Becirovic, D., & Beslagic, A. (2019). Student and parental attitudes

towards voucherization of education. Journal of Liberty and International Affairs, 4(3), 41-55.

Clark, V., & Creswell, J. (2015). Understanding research: A consumer's guide (2nd ed.).

Pearson.

Cohen L., Manion, L., & Morrison, K. (2011). Research methods in education (7th ed.).

Routledge.

Creswell, J. (2014). Research design. (4th ed.). Sage.

EdChoice. (2019, May 28). Free school selection program.

https://www.edchoice.org/school-choice/programs/puerto-rico-this-program/

Figlio, D. N., Hart, C. M., & Karbownik, K. (2023). Effects of maturing private school

choice programs on public school students. American Economic Journal: Economic

Policy, 15(4), 255-294. https://doi.org/10.1257/pol.20210710

Fleming, D. J. (2021). Choice, voice, and exit: School vouchers in Milwaukee, Journal of

School Choice, 15(3), 344-370, https://doi.org/10.1080/15582159.2020.1764185

Fenoll, A. A., Moscarola, F. C., & Zaccagni, S. (2021). Mathematics camps: A gift for gifted

students? Journal of Economic Behavior & Organization, 191, 738-751. https://doi.org/10.1016/j.jebo.2021.09.036

Foley, B. C., Turner, N., Owen, K. B., Cushway, D., Nguyen, J., & Reece, L. J. (2023). It

goes hand in hand with us trying to get more kids to play. Stakeholder experiences in a sport and active recreation voucher program. International Journal of Environmental Research and Public Health, 20(5), 4081. https://doi.org/10.3390/ijerph20054081

Garnett, N. S. (2021). Accountability and private school choice. Manhattan Institute.

https://manhattan.institute/article/accountability-and-private-school-choice

Gómez-Arízaga, M. P., & Conejeros-Solar, M. L. (2021). Gifted and twice-exceptional

children in the south of the world: Chilean students' experiences within regular classrooms. In S. R. Smith (Ed.), Handbook of giftedness and talent development in the Asia-Pacific, Springer international handbooks of education (pp. 405-429). Springer. https://doi.org/10.1007/978-981-13-3041-4_8

Gomez-Arizaga, M. P., Valdivia-Lefort, M., Castillo-Hermosilla, H., Hébert, T. P., &

Conejeros-Solar, M. L. (2020). Tales from within: Gifted students' lived experiences with teaching practices in regular classrooms. Education Sciences, 10(5):137. https://doi.org/10.3390/educsci10050137

Hill, D. N. (2023). An in-depth interview study of parents' decision-making process when

choosing a traditional theme school over other school choice options (Publication No. 30523337). [Doctoral dissertation, Piedmont University]. ProQuest Dissertations & Theses Global. https://www.proquest.com/dissertations-theses/depth-interview-study-parents-decision-making/docview/2819252630/se-2

Khan, F. (2019). An investigation into the effects and outcomes of a school voucher system

in Pakistan: multiple voices & perspectives [Doctoral dissertation, Newcastle University]. New Castle Publishing. http://theses.ncl.ac.uk/jspui/handle/10443/4619

Kippels, S., Ridge, N. (2019). The growth and transformation of K–12 education in the

UAE. In K. Gallagher (Ed.), Education in the United Arab Emirates (pp. 37-55).

Springer. https://doi.org/10.1007/978-981-13-7736-5_3

Knowledge and Human Development Authority (KHDA). (2012). In search of good education: The facts behind Emiratis in private schools in Dubai. KHDA. https://web.khda.gov.ae/getattachment/0fc63fd3-7d4d-4d41-a378-6f333728ceee/20160328O8

Ladd, H. F, & Fiske, E. B. (2019). International perspectives on school choice. In M.

Berends, A. Primus, & M. Springer (Eds.). Handbook of research on school choice (2nd ed., pp. 87-100). Routledge. https://doi-org.libdata.lib.ua.edu/10.4324/9781351210447

Matthews, M. S. (2004). Leadership education for gifted and talented youth: A review of the

literature. Journal for the Education of the Gifted, 28(1), 77–113. https://doi.org/10.1177/016235320402800105

McCarthy, A. (2001). Educational choice: A grounded theory study. Paper presented at the

Australian Association for Research in Education (AARE) Annual Conference, Fremantle, Australia.

McCarthy, A. (2007). Managing school choice: Understanding the decision-making process

of parents. Issues in Educational Research, 17(2), 135–152. https://www.iier.org.au/iier17/mccarthy.html

Tok, M, Alkhater, L., & Pal, L. (2016). Policy-making in transformative state: The case of

Qatar. Doha, Qatar: Palgrave Macmillan.

UAE School Fees. (2024, January 1). Edarabia. Retrieved January 20, 2024, from

https://www.edarabia.com/uae-school-fees/

Venketsamy, R., & Miller, D. (2021). Factors affecting parents' choice of schools for Grade 1

learners.South African Journal of Childhood Education, 11(1), 1-9.

https://dx.doi.org/10.4102/sajce.v11i1.913

Virgona, N., Foley, B. C., Ryan, H., Nolan, M., & Reece, L. (2022). One hundred dollars is a

big help, but to continue, it's a challenge: A qualitative study exploring correlates and barriers to Active Kids voucher uptake in western Sydney. Health Promotion Journal of Australia, 33(1), 7-18. https://doi.org/10.1002/hpja.468