

Reasons for choosing homeschooling and approaches most used: a qualitative content analysis

by

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B.A., College of Education, Abha, Kingdom of Saudi Arabia, 2004
M.S., University of Colorado, 2016

AN ABSTRACT OF A DISSERTATION

submitted in partial fulfillment of the requirements for the degree

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College of Education

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Abstract

The purpose of this content analysis was to review home school literature regarding homeschooling approaches, parents' motivations for selecting homeschooling and technology integration. The main aim of this study was to use content analysis of some home school literature as a way to determine best practices, approaches, and reasons for choosing a homeschooling approach. The review of literature established that religion and morality, the need to align personal values with environmental and societal values, and school violence and overcrowding were the primary rationale for parents choosing homeschooling. The most common technique used was classical education with cooperative schooling approach. The second approach most commonly used was computer-based homeschooling, followed by the traditional method, followed by the public and private approach. Additionally, this study found that there has been an increase between technology integration and homeschooling, especially in learn and practice approaches, but also in the use of social networking websites to connect homeschooling families with broader networks. Due to the adoption and diffusion of modern technologies, parents have perceived homeschooling as a good option for their families and children. To conclude, through this study, new information was gathered regarding the integration of instructional technology by children learning from home. Therefore, this research study significantly contributes to the existing academic literature on the topic. The study is rich in information that can benefit the current and aspiring homeschoolers by explaining the curriculum amount and available homeschooling opportunities, as well as the benefits and constraints of technology.

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Chapter 1 - Introduction

Overview

Chapter one offers an introduction to this research study which reviews home school literature regarding homeschooling approaches and parental motivations for selecting homeschooling approaches. It provides the background about homeschooling and explains the importance of homeschooling approaches. The phenomenon of interest is presented in the problem statement, followed by a statement of the purpose of the study. Research questions that guide the study are presented. The chapter concludes with the definitions of key terms relevant to this study, limitations of the study and summary.

Background

Over the years, there has been a rise in home school education. Intentionally, the United States of America has been ranked first with regards to the growing population of homeschoolers trailed by the UK and Canada (Chittom & Newton, 2011). According to Norlidah et al. (2013), parent-teachers' interest in educational issues was an important indicator for growth in educating and partaking within the virtual and non-virtual homeschooling programs. Research by Ray (2016) found that approximately 1,734,000 to 2,346,000 students in the US in 2010 are homeschool enrolled. Additionally, a report by the National Center for Education Statistics indicated that approximately 2.9% students aged 5 to 17 years took part in homeschooling (Grady, Bielick, & Aud, 2010; Lips & Feinberg, 2008). Homeschooling is a growing alternative for school learning with a 74% growth rate in the 21st century alone.

Homeschooling Movement

During the 1960s, homeschooling grew as a learning association and alteration in community's viewpoint with a group of learners from the system of public institutions when religion was eliminated (Wilhelm & Firmin, 2009). John Holt, an advocate of homeschooling, and a public school reformist, developed educational works with the individualization theory and rights of children with teaching pedagogical basics (Murphy, 2012). After some time, Jane Van Galen recognized two divisive homeschoolers teams: the pedagogues (homeschooling students paying attention to pedagogy) and the ideologues (those on the religious end) (Sherifinski, 2014). By the early 2000's, Collom and Mitchell's (2005) research found that "Homeschooling is a growing, heterogeneous movement of organizations and individuals acting collectively in an effort to better their children's lives" (p. 275). Homeschooling was moving well beyond the two divisive teams.

Reasons For Homeschooling

2016 NHES data suggested that 1.7 million children were being homeschooled in the United States in 2016, which is not statistically different from the percentage in 2012 – despite 23 states reporting increased growth of homeschooled students (Kunzman & Gaither, 2020). Additionally, many studies revealed that parental rationale for selecting homeschooling over more traditional methods tended to be for either pedagogic elements of educational achievement or ideologic beliefs about society and/or education. Together, these ideological and pedagogical groups have combined in their efforts to create a united homeschooling group focused on addressing public school issues which often embodies system discontentment and safety as well as a variety of ways to assist the learner to study with inclusion of parental authority (Green & Hoover, 2007; Jones & Gloeckner, 2004).

Yet another reason for the rise in homeschooling may be the result of domestic financial shifts and/or societal modifications in the home. This has further led to students leaving public schools for logistic reasons related to parents' work or financial situations and adopting homeschooling as their primary option (Collom & Mitchell, 2005; Martin & Meuse, 2011). As a result, intensive investigations in the literature have taken place on precisely what the pedagogic and ideologic parental thinking has been for selecting homeschooling. (Anthony & Burroughs, 2010). One such finding is that a substantial relationship exists between parental motivation and homeschooling when paying attention to proponents and pedagogy with plasticity, teaching techniques, and kin and spiritual purposes (Hanna, 2012).

African American families and students are also a demographic that has shown increased interest in homeschooling. Often, African American parents' reasons for homeschooling are similar to those of homeschool parents at large in the United States. In addition to these however, parents also expressed issues of race or ethnicity-bias as reasons for choosing homeschooling over more traditional public schooling (Ray, 2015). Data presented by Ray (2015) showed that a notable portion of homeschool Black parents wanted their children to understand and appreciate the history and value of culture related to Africa and Black Diaspora, which is often not prevalent in public schools. Although this was not the primary reason for homeschooling, it was cited as an advantage for their students and a factor in determining the choice of education for their children.

Homeschooling Internationally

There has also been an increase in homeschooling internationally also over the past ten years. Previous international research on the issue of homeschooling tended to simply replicate

the homeschooling research agenda of the U.S. literature. However, in the past seven years, research in other countries has taken its own shape and some of the most innovative research on homeschooling is developing in countries outside of the U.S. (Kunzman & Gaither, 2020). While the international literature has improved as a whole, it has not done so everywhere. Many countries have little research and/or documentation of homeschooling, and many more have only one or a small handful of studies on the topic.

Theoretical Framework

This study utilized the concept of ecological agency as a theoretical framework. The concept of agency is based on theories of action and decision-making (Biesta & Tedder, 2006; Emirbayer & Mische, 1998). Emirbayer and Mische (1998) explored previous theories of agency that considered agency to be one's capacity to act through selective control based on potentially problematic situations. Emirbayer and Mische (1998) built upon this traditional view of agency by defining agency as an intentional action by a person manifested through the interplay of conditions from a person's past, present, and future (Kipp & Clark, 2021). These conditions - past, present, and future - are referred to in research as the "iterational", "practical-evaluative", and "projective" dimensions and represent the interplay of intentions and reflections that result in action (Emirbayer & Mische, 1998). I used these conditions to consider the parents' decisions and approaches to engage their children in homeschooling.

Biesta and Tedder (2006) provided an articulation more applicable to education, and added to Emirbayer's and Mische's (1998) conceptualization of agency. Biesta and Tedder (2006) described agency as: "(1) the suggestion that agency should be understood in an ecological way, i.e., strongly connected to 'context', and (2) that agency should not be

understood as a capacity or possession of the individual, but as something that is achieved in particular (transactional) situations” (p. 27). Biesta and Tedder (2006) referred to this type of agency as the “ecological approach to agency” or “ecological agency.” From Biesta’s and Tedder’s perspective, “actors always act *by means* of an environment rather than simply in an environment . . . [and] the achievement of agency will always result from the interplay of individual efforts, available resources and contextual and structural ‘factors’ as they come together in particular and, in a sense, always unique situations” (Biesta & Tedder, 2007, p. 137). Therefore, Biesta and Tedder moved the concept of agency from deficit-perspective based on *capacity* for agency to asset-perspective based on the *achievement* of agency. In this way, I used ecological agency to understand parental intentions to homeschool their children, which often seemed to involve deep consideration of the public educational context and environment, as well as the resources they have available to them to support their children’s learning at home.

The collaboration between individual intentions and contextual factors is an essential feature of the ecological model of agency in which both the individual affordances and constraints for agency and spaces to exert agency are important, as individuals reflectively achieve agency over a period of time (Kipp & Clark, 2021). For example, homeschooling parents have a lot of factors influencing their lives, with each factor providing contextual affordances and constraints in the education of their children. For some parents, homeschooling is a way to achieve agency, or gain control, over the many variables, both constraints and affordances, regarding their child’s education. As a result, the mechanism of homeschooling often provides a space where parents have the capacity to regularly achieve agency in the education of their children, while often minimizing many of the constraints they view in public schools to their children’s growth and moral development. For homeschooling parents, then, homeschooling can

provide a context of continuous affordances and constraints for their own agency, and across the conditions by achieving agency to address their past experiences with schooling, to achieve future goals for their children's education, and to control as many variables in their in their present circumstances as possible. By using ecological agency to explore these situational contexts of homeschooling, and consider the factors that influence homeschooling parents' agency, ecological agency can address what other homeschooling literature has recommended for further research.

Theories of Homeschooling

Homeschooling in the United States is part of the fragmented, yet mainstream, social, economic, and political progressions seen within the education arena. Counterculture members taking part in homeschooling often recognize and develop personal and family identities while being backers to an international movement (Apple, 2007). Through raising homeschooling awareness, John Holt became the founder of children's learning individualization theory and the current homeschooling movement (Cochran, 1999). His initial writing has had a significant impact on both the homeschooling movement and the unified critiques of public schools. John Holt had a vision for school reformation by championing homeschooling as an alternative way of education.

According to homeschooling categories, ideologues or pedagogues, individuals were identified and characterized by their parental reasons for homeschooling. Individual rights were used in the assortment of instructional techniques by homeschoolers. Holt's concept of homeschooling was focused on the children's preferences while the parents individually assisted whenever the child needed help (Murphy, 2012).

Holt's concept of homeschooling and school reformation has faced a lot of opposition with more traditional homeschoolers in the ways in which Holt utilized the method for religious purposes. Critics of Holt's often argued that his idea was undisciplined and used non-biblical training approaches for children. According to Cochran (1999), a family's private lifestyle and belief with no government contribution were theologically sound. Other supporters also felt that Holt's advocacy for parents to accept the role of educating and meeting their offspring's preferences was well justified. Nonetheless, a study by Collom and Mitchell (2005) discovered that parents had mixed feelings about placing their children's needs first regarding homeschooling. This divide also resembled the divide between ideologues and pedagogues in the homeschooling world. Ideologues were more focused on the religious or other ideology as the primary structure of the curriculum, while pedagogues focused more on children's needs.

The invention of technology, such as the internet, has expanded, and in some cases improved, homeschooling models by offering resources and more opportunities for social interactions, collaboration, and coordination. Networking for parent-instructors has helped students both personally and socially. The growth and availability of the internet has allowed many dimensions of homeschooling to develop significantly, specifically in the collaboration of pedagogical methods as well as the proliferation of resources and curricula. These advancements in homeschooling approaches have been enhanced by the growing technology and have aided students in researching for daily instruction, downloading information and assignments, seeking advice about curricula, understanding the tasks of learners' requirements and competition, getting legal counsel, purchasing of materials, and the exchanging of information with others who choose to homeschool (Hanna 2012). Homeschooling parent-

teachers seem to utilize online resources more for identifying non-standardized education and practical resources instead of computer-based learning tools and applications (Pappas, 2018).

Homeschooling Approaches

There are diverse homeschooling approaches, which can be categorized either as family-based or community-based. Usually, each category has different components. Nonetheless, both family and community-based homeschooling approaches have four key elements. According to Gathercole (2007), these elements are: “(1) low-ratio of the learner to adults, (2) instructional and extra-curricular sibling interactions with parental guidance, (3) one-on-one and group interactions with other non-family children, and (4) mentors relations with non-family adults” (p. 23). Despite these four elements, there is still no set method for homeschooling. However, there are available networks, publications, resources, and services for ideological and pedagogical interested homeschoolers that offer multiple approaches and flexible choices for selecting more than one method, with regards to the learner and the family’s needs (Andrade, 2008; Collom & Mitchell, 2005; Isenberg, 2007; Valery, 2011).

Internet-based instruction, cooperative learning, homeschooling public school patterns, parent-teacher created materials, ready-made curricula, and distance learning are broad curricula methods for personalized homeschoolers (Murphy, 2012; Ray, 2013; Biddle, 2014). In a speech by Catherine Levison on homeschooling conventions, she discussed the seven types of homeschooling programs identified by Hough (2010), which include:

- The Charlotte Mason approach;
- Classical education;
- Un-schooling;

- Correspondence schools and school-related umbrella organizations;
- Traditional school at home settings;
- Cooperative schooling; and
- Computer-based homeschooling approaches.

These approaches will be discussed in more detail in Chapter 2, but this list provides a foundation to understand the problem I am addressing through the content analysis.

Statement of the Problem

According to Ray (2013), homeschooling is one option in mainstream education for families in the United States. The homeschooling education movement is a result of socialization, peer culture, and personality development (Brady, 2003). Over the past 20 years, homeschooling has ideologically and pedagogically transformed into a global social movement and has united homeschooling pedagogues and ideologues alike, to increase enrollments in homeschooling (Murphy, 2012). Additionally, homeschooling has gained momentum through public and private umbrella opportunities, coordinated correspondence, community, and privately organized programs and virtual institutions. Nevertheless, there is insufficient information on the reasons parents choose homeschooling and to what extent parents and students have embraced the use of technological applications for homeschool instruction (Murphy, 2012). As homeschooling continues to expand and develop online resources, it has become important to consider how technology has affected the core approaches to homeschooling as well as whether or not homeschooling is still distinctive in its purposes as opposed to public schooling or has simply become a parallel option.

Generally, there is now a variety of options in homeschooling programs, which range from organized face-to-face settings to online exclusivity (Glanzer, 2008). Pappas (2018) discussed the escalation of homeschooling through the idea of networking amid homeschoolers, where the technology contributed to the expansion of the homeschooling movement from 1998 to 2018. While there may be sparse research on homeschooling methods, programs, and outcomes, Ray (2010) discovered that the computer-based learning was connected to formal and informal curricula. Hanna (2012) found some families that did not use computers for individual or religious reasons. Yet, there is little quantitative academic research on parental choices on homeschooling methods and the adoption of new technologies in the instructional procedures.

Purpose Statement

The purpose of this content analysis was to examine the home school literature and specifically identify homeschooling approaches, parents' motivations for selecting homeschooling, and role of technology integration in homeschooling. The purpose of this examination was to distill how homeschooling has changed in the last twenty years as it has expanded with growing technology-based learning. Ultimately, I want to know if modern approaches and motivations for homeschooling remain distinct from other forms of alternative schooling.

Research Questions

The study was guided by the following research questions:

1. What are the major reasons parents choose homeschooling?
 - a. What approaches or methods are used most by homeschooling parents?

2. How do parents use and depend upon instructional technology integration in practice to enable and sustain homeschooling?

These questions are relevant because homeschooling has increased as a practice with the evolution of online connectivity and resources, yet these online resources do not always support the traditional approaches to homeschool learning.

Definitions of Terms

The following terms will be used in the study and have specific meanings in relation to the literature that is the focus of this study.

- *Public School*: a learning institution sponsored by the government hence receives partial or full financial aid to conduct their activities. Often, they accommodate students from surrounding areas in more significant numbers than their private counterparts.
- *Homeschooling*: the process of instilling curriculum-based education in a child outside a learning institution. The educator may be a parent, a tutor, or a certified online teacher who implements a less formal method of learning.
- *Homeschooling approaches*: teaching procedures or methods specifically for homeschooling.
 - *The Charlotte Mason approach*: a Christian technique pre-packaged with resources and managed by an instructor with short schedules aimed for individual interests and academics.
 - *Classical education*: an approach that makes use of pre-packaged programs that utilize subject matter with regards to the learner's cognitive growth.

- *Un-schooling*: an individual learner-led technique, which adopts activities that permit assistance from teachers or parents particularly when the learner consults.
- *Correspondence schools and all school-related umbrella organizations*: conventional associations in which students enroll as homeschoolers with limited school opportunities.
- *Traditional school at home settings*: a technique, which is a duplication of conventional teaching using pre-packaged curricula.
- *Cooperative schooling*: an electric approach where parents work together in developing lessons through individualized curricula and/or homemade curricula.
- *Computer-based homeschooling approaches*: homeschooling techniques used in bought virtually packaged products or in organized virtual correspondence programs (Murphy, 2012; Taylor-Hough, 2010).

Limitations of the Study

For this particular study, some limitations were noted. First, access to journal articles that had information relevant to the study topic was a challenge since they were minimal. Second, the information in the journal articles acquired was often biased in terms of being written by homeschool advocates. Third, homeschooling families are a difficult group to access, and literature is sparse on their actual practices (Kunzman, 2009). As a result, the findings of this research cannot be generalized to cover all homeschooling parents. However, the study is still

of great significance despite its limitations since it contains information worth to be reviewed literature by other researchers regarding the experiences of homeschooling parents.

Summary

Over the last forty years, homeschooling enrollment has continued to increase. According to the research, the purposes for homeschooling, legitimacy, and the curriculum choices have been altered and intertwined in mixed forms with state and worldwide systems, especially in online iterations of homeschooling. Academic literature described primary homeschooling curricula as a unit of learning that can take on many approaches: technology-based programs, collaborative, conventional school at home, classical education, and public, partnerships with public and private schools, and communities guided by parents. This research hoped to find out more about homeschooling approaches that include a diverse and evolving set of practices that have been equally evolved by technological developments.

Chapter 2 - Review of The Literature

Due to the lack of useful studies and hypotheses regarding children learning from home, John Holt, a renowned reformer, and humanitarian became a principal advocate for government school reforms and decentralizing education. He further founded a contemporary homeschooling movement in support of home learning. According to Archer (2000) and Chittom and Newton (2011), due to Holt's interest in homeschooling, he was one of the first to research in homeschooling households. Cochran (1999) stated that after his initial research, he made arguments for homeschooling based on respecting the various children's rights. In 1982, Holt became well-known for his suggestion to de-prioritize public schools and his critiques of institutional based learning that failed to focus on children's interests. As the reviver of homeschooling, Holt came up with three main assumptions of the public schools' field. He believed that the determining factors of learning should focus more on essential learning concepts, and a more nuanced body of knowledge would enhance students' ability to acquire both skills and knowledge (Holt, 1983). According to Cochran (1999), Holt (1982) believed public learning institutions led students to failure rather than helping them become critical decision-makers by choosing an education they find realistic and vital to them.

According to Cochran (1999), from his personal experience, Holt was an independent philosopher, and often referenced theorists including Dewey, Rousseau, Tolstoy, and A.S. Neil. A comparison was made by Ray (1985) between Dewey and Holt as philosophers and advocates of school reform, who emphasized much on individual interdependence and social development. The findings of the comparison made by Ray (1985) were that Dewey's main recommendation was that schools be a place where both the parents and society would tap

wisdom. On the other hand, Holt argued that there was no compatibility between a school's system and the student; therefore, parents themselves were the best teachers.

According to (Cochran 1999), Holt stated that the child, just as the adult, had similar authority in terms of privileges, rights, and duties. Later in his years of philosophy, Murphy (2012) stated that Holt stipulated that the "when," "how," and "why" that homeschooled children determined, with their parents' autonomy, should be taken into significant considerations by those who choose to homeschool (Taylor-Hough, 2010; Wilhelm & Firmin, 2009; Gaither, 2009). Holt's writings led to an increase in homeschooling, allowing children to gain knowledge in diverse surroundings and situations with self-freedom, definition, governance, self-identity, and determination (Holt, 1982; Murphy, 2012; Reich, 2008). In homeschooling, Holt argued that one's character conforms to the individualized learning theory, which included proposals such as the choice of a personal curriculum, daily life, and continuous learning that often cuts through a broad curriculum and family (Gaither, 2008; Holt, 1982; Murphy, 2012).

Parents who homeschooled often aimed to give their children individual accommodations, with a holistic lifestyle experience and great learning experiences compared to basic standardized information (Kozlowski, 1999). According to Kozlowski (1999), individualization referred to an increase in opportunities and instructional schemes. This included, for example, the freedom of choosing an easy or challenging topic. The plan sought to increase or reduce the time for specific ventures, existing programs and their abilities, guide roles, learner groups' sizes, and the various work settings. Kozlowski (1999) stated that homeschooling parents were often very optimistic in their abilities to provide individualized options, talents, choices, and interests, rather than the restricted learning experience seen in public schools that may deny a

learner to build on their passions and attitudes. As a result, a developed trust between the homeschooling parent and the student could be seen as a way to enhance relevancy in the curriculum for each student (Kozlowski, 1999).

Additionally, the information age upgrade played a significant role in the history of homeschooling and individualization. Technology allowed for the creation of modern techniques to be easily shared and disseminated broadly, which made it much easier for a family setting and schools to acquire required information (Shadbolt et al., 2013). Specifically, in 1991, the World Wide Web (WWW) was created, establishing an all-dynamic collaborative tool to be used by communities worldwide (Norlidah et al., 2013).

Rudner (1999) concluded that "Homeschooling is more successful when individuality is prioritized, and the home education movement diversifies daily" (p. 42) This led to John Holt's philosophy of individualization being the conceptual framework of many homeschooling parents' approaches. However, for this concept to be practical, the parents, motivations, and homeschooling methods have to be appropriate to the family's value system. Additionally, there was an establishment of educational laws and regulations, leading to a shift of the public mindset into homeschooling. According to Holt (1982), this defined homeschooling groups and the reasons for technological advancement in third expansion of the homeschool movement.

Educational Laws Enacted

The U.S. Supreme Court ruled that the prayer and Bible meetings that take place in the public schools were unconstitutional. This ruling was made in 1962 and 1963 before enacting the Elementary and Secondary Education Act of 1965 (Archer, 2000). This Act was crucial in uniting the public and religious schools through the aid given to needy children regardless of the

school they went to. Due to this, it encouraged many Evangelical Christians to start homeschooling symposiums, which in turn transformed homeschooling from the instructional facet to a religious issue (Archer, 2000). This led to the emergence of a modern homeschool movement that emerged largely from a conservative Christian movement, after families withdrew from public school systems due to the issue of prayer (Isenberg, 2007; Neal, 2006). It is vital to note that even though Christians represented a significant number of the homeschooling population, the enrollment of other students was also diversified during this time (Archer, 2000).

Reasons for Homeschooling

Looking at numerous studies, the parental choice for homeschooling education is vitally important to understand. According to Jerub (1995), there were four significant reasons for homeschooling, (1) academic purpose, (2) the need for socialization, (3) family motivation, and (4) religious purposes. According to a study done by the National Household Education Survey Program (NHES) in 2003, 31% of homeschooled students had parents who claimed the potentially hostile setting of public schools was the main reason for homeschooling. Also, 30% of their parents claimed their principal purpose was to facilitate religious or ethical traits. Moreover, the research indicated that 16% of the parents were dissatisfied with earlier school academic instructions (Princiotta & Bielick, 2006; McReynolds, 2007; Higgins, 2008). Furthermore, studies have indicated that contradictory experiences of school always took place before the parental resolution was made to register students in homeschooling (Knowles, 1988; Fields-Smith Williams, 2009).

Consequently, in the 1990s, studies concerning the parental motivation of homeschooling began comparing results related to the query, "Do you homeschool for this reason?" (Isenberg, 2007). Basing the comparison on the 1996, 1999, and 2003 reviews of NHES, three reasons were discovered to be similar: (1) to provide a child with a better education at home, (2) to provide students with a more religious-focused curriculum, and (3) to avoid what was deemed to be a poor learning environment (National Center, 2014). Isenberg (2007) confirmed that NHES transformed the approaches to homeschooling by characterizing them as three different motivations for homeschooling, concern about the environment of other institutions, displeasure with educational guidelines at different schools, and to provide religious or moral instruction. Isenberg also found that the main issue with homeschooling parents were trust in authorities, educational systems, and social and academic achievements authorities (Driscoll & Wagner, 2011; Lee & McMahon, 2011). Layman (1998) also acknowledged that growth in technology, like virtual schools, made homeschooling attractive to many more families.

Moreover, 3.4%, which translates to about three-million students, were found to have been enrolled in homeschooling in 2003 (National Household Education Statistics, 2014). The study showed that 91% of the homeschooling parents had fears about the school environment, and 77% desired to provide moral guidance. Again, 74% of the parents were disgruntled with educational instruction, and 25% of parents viewed the school setting as the crucial purpose for homeschooling (Noel, Stark, Redford, 2013; Ray, 2013). Likewise, Higgins (2008) stated that business relationship, location, cost, religious and philosophical beliefs, family work, and needs were all aspects that impacted the parental selection of approaches. The need for better education and system dissatisfaction were seen as critical reasons that motivated homeschoolers to leave schools (Anthony & Burroughs, 2010; Lee & McMahon, 2011). As highlighted

by Isenberg (2007), parental motivation for homeschooling resulted from needs and behaviors. It was found the groups that showed varying parental reasons for homeschooling were the ideological and pedagogical groups (Anthony & Burroughs, 2010). Furthermore, the public-school program was highly criticized for providing a one-size-fits-all primary education. This was wrong since it did not consider the ethical needs, emotional and intellectual development of the students (Driscoll & Wagner, 2011).

Homeschooling Regulations

As a result of this surge in homeschooling practices, two critical advocating organizations were formed: the Home School Legal Defense Association (HSLDA) and the National Homeschool Education Research Institute (NHERI). Moreover, in 1983, HSLDA was created for advocacy and current research as a non-profit organization (Isenberg, 2007; Lips & Feinberg, 2008; Morton 2010). The National Homeschool Education Research Institute (2014) confirmed that it was established as an academic organization to research and issue homeschooling studies, publish courses, statistics, peer-reviewed journals, and homeschooling news. By 1993, all states had already legalized homeschooling (Stewart & Neely, 2005). However, Driscoll and Wagner (2011) stated that eleven states had no guidelines concerning instructional approaches programs. When the Primary and Secondary Education Act was amended in 1994, it brought political tension to homeschoolers (Isenberg, 2007).

The No Child Left Behind Act was enacted in 2000 and required all tutors to be approved, except for homeschooling families (Cooper & Sureau, 2007). This gave parents of school-going students the freedom of academic options, charter schools, personal or combined with homeschooling (Isenberg, 2007). It was not necessary to outlaw homeschooling, but there was

the need to regulate it for both the state and the student to ensure all proper educational conditions were put into consideration (Reich, 2008). However, Chittom and Newton (2011) suggested that untrained parents with inadequate uniform requirements created a debate with professional educators. Previous studies have indicated the adverse effects of homeschooling, including child abuse and inattentive parenting (Cooper & Sureau, 2007; Lee & McMahon, 2011). Therefore, regulation has maintained observance of homeschooling families.

Other research has also shown positive feedback concerning homeschooling like higher student achievement scores and interaction skills scores (Collom & Mitchum, 2005; Medlin, 2010). It is difficult obtaining reliable data. This is due to the absence of sidelining of public and native regulation guidelines and rules for homeschoolers standards and parental rights that discourage involvement in evaluation studies that do not allow randomization of population samples for correct generalizability. The National Household Education Survey (NHES) has been responsible for generating appropriate generalizable random data for homeschooling (Isenberg, 2007; Gatto, 2003). The most extensive piece of data that NHES has demonstrated how many parents homeschool, how parents are homeschooling their children, and why (Isenberg, 2007). In 2012, the NEHS conducted studies in national demographics of homeschooling established in the 1980s (National Center for Education Statistics, 2014; Ray, 2013).

In the NEHS studies, numerous factors were considered. This included demographics, family income, and homeschooling teaching type (National Center for Education Statistics, 2014). It was discovered that the rising minority groups in the post-modern homeschooling era included Hispanic students, Black students, Native American students, and special need students (Gaither, 2008). Moreover, those against homeschooling criticized it, claiming students

would lack the ability to socialize with students who held varied values and beliefs, as is the norm in a public-school environment (Knowles, Marlow, & Muchmore, 1992). It is believed that the majority who criticized homeschooling were the policymakers, educators, scholars, and registered educational movements. The critics confirmed the parents lacked uniform requirements (Knowles, Marlow, & Muchmore, 1992; Lee & McMahon, 2011). Their qualifications and certifications were not approved since they could not meet the needs of students (Lee & McMahon, 2011). Again, critics acknowledged homeschooling's potential detrimental aspects to be parent-teachers and educational leaders unqualified and non-certified (Ray, 2000).

Another primary concern for homeschooling was socialization as isolation (Chittom & Newton, 2011; Cooper & Sureau, 2007). According to Lee and McMahon (2011), parents have minimal control over socialization and acquire a manageable level of management over the student socialization experiences in a typical setting. Kozlowski (1999) affirmed that homeschooling parents often want to provide socialization to their children through selective extracurricular activities by shielding the competition against intimidation (Vahid & Vahid, 2008) and violent interactions. Additionally, homeschooling has also socialized instructional roles. This includes communal center volunteers, discovering natural parks, engaging in advanced academic courses, or surveillance career places of importance with personalized programs and unique requirements for instructional approaches. Consequently, homeschooling parents considered socialization approaches that were more commonly communal, and family based (Gathercole, 2007; Driscoll & Wagner, 2011).

Most homeschooling experiences were found to be more profound if they involved extended curricula and interaction with people beyond the immediate family. These experiences

were often accomplished through participation in apprenticeships, individual mentorships, family-managed business relations, and field trips. Also, the policies have been accepted in 20 states and increased student registration in some communal school settings (Lips & Feinberg, 2008; Murphy, 2015). It is believed that homeschooling legalization and integrated technology-facilitated increased registration, delivery, and instructional approaches (Isenberg, 2007). The homeschooling locations expanded to local, regional, and national associations due to the flexibility of schooling. Also, the support from HSLDA and NHREI made the associations be politically, socially, and educationally influential.

The NHERI has advocated the new educational research with a peer-reviewed journal while the Home School Legal Defense Association was formed to defend homeschooling children (Lips & Feinberg, 2008; Ray, 2011). Services provided and personalized to the general requirements and concerns of the involved families include programs for certificates and advanced education, virtual online prospects, and teaching and testing hubs (Bauman, 2001; Lips & Feinberg, 2008). Homeschooling has gained popularity as a mainstream educational alternative in the succeeding decades (Gaither, 2009; Lips & Feinberg, 2008). Murphy (2012) claimed that homeschooling support or movements helped families extend their social circles. Areas that had small groups of homeschoolers gave rise to support groups (Lines, 1995). For example, associations founded facilities for homeschoolers in Salt Lake City in 1983 with amenities like library utilization and unique art and science classes (Knowles, Marlow, & Muchmore, 1992). These sorts of combined effort have only increased in the last 20 years and created a stronger learning network, as well as a stronger lobbying power (Pappas, 2018).

Homeschooling Approaches

When the public-school structures have experienced high school violence, congestion, and inadequate resources owing to economic and scientific rapid changes in the community, homeschooling learning registration climbed statistically 75% from 1999 to 2007 and 18% from 2007 to 2012 (Noel et al., 2013; Wenger, 2000). The number of children enrolled in private school education was approximately one to five the ratio of enrolled students in homeschooling (Isenberg, 2007). Again, development in technology and information with diverse communities and legislative information (Isenberg, 2007) delivered transformations that have affected learning both economically and socially. Therefore, parental motives for opting to homeschool were apparent with this progress.

The ideal influence for homeschooling was freedom for the parents with individual and applied education (Collom & Mitchum, 2005). Holt's theory of independence and personalized learning for parents' freedom is the groundbreaking choice to homeschool and with numerous homeschooling techniques. According to Murphy (2012), studies analyzing homeschooling techniques methods varied due to individualization and personalization of parents' and students' opinions. Individualization is a problem for parents concerned with deciding the child's learning approaches that may be diverse from parents' teaching abilities. Self-identification and parent-teachers personalization of homeschooling was supported by the homeschooling mother's association which even established syllabuses and provided educational administration for the family.

The transformations in the community's economy and technology (Gaither, 2008) impacted the mother's association with social replications of previous homeschooling and modern homeschooling strategies and approaches. The parallel development of homeschooling

and technology established an increased number of informational resources for more progressive homeschooling methods that stressed modified personalization and individualization (Isenberg, 2007; Murphy, 2012). There are three syllabus approaches for homeschooling techniques that varied across parents and other controlling stakeholders (Kozlowski, 1999; Gray, 2013) guiding the learner's schooling techniques. The three syllabus plans included: predictable school syllabuses, and transcript; for-profit curricula with individual learner benefits and goal; and the “un-schoolers” who adhered to no schedule or prescribed curricula. Consequently, a different societal modification with scientific development established an innovative route for homeschooling methods. The World Wide Web advancement in 1991 established the effect of different approaches to homeschool learning. Technology, together with homeschooling, advocated continuous development and comfort opportunities in obtaining existing homeschooling resources, courses, and online learning (Isenbeg, 2007).

The personalized, integrated development, and traditional curriculum that comprised both pedagogical and ideological motives were determined as main pathways for homeschooling (Anthony & Burroughs, 2010). Many family’s inspirations for homeschooling were found to incorporate both academic and ideological paradigms which could be clearly identified in the home teachings. McKeon (2007) revealed a movement of homeschooling learning methods and extended the structure into four groups. For McKeon, the first is traditional, the second is classical, the third is un-schooling, and fourth is eclectic. The traditional approaches included semi-scripted curricula that incorporated program directions convenient to transport to the homeschoolers who ordered. Furthermore, the conventional method was (Lee & McMahon, 2011) the best primary type selected and was viewed as the student's ideal selection of

education based on liking and behavior type. In conclusion, the traditional method developed as a homeschooling route based on traditional schooling direct instruction, but in the context of the students' familiar surroundings and safety.

The classical group (Anthony & Burroughs, 2010) reflects learning in the 18th and 19th centuries when many students were educated at home or in boarding schools. The classical approach was crafted based on three primary cognitive progresses. Courtney (2012) highlighted that classical teaching was a homeschooling syllabus that relied on the trivium of grammar, logic, and rhetoric. The initial phase of the trivium was acknowledged as the grammar phase comprised of reciting and physical thinking of correct knowledge in the primary school years. The following stage was a sympathetic and logical thinking stage, the interaction phase. Moreover, the influential ability of spoken and written was emphasized in the middle school years. Finally, the rhetoric stage incorporated intellectual thinking, and delivery was stressed in the high school years.

John Holt designed the technique of un-schooling whereby schooling must be a self-service of student-driven disclosure and possibilities with the school-parent enabling when guidelines are required (Cochren, 1999). For un-schooling, it was vitally important that children focused their education on their interests and followed their welfares with no restrictions (Taylor-Hough, 2010). For example, virtual homeschooling systems would not be un-schooling because they comprise acquired curricular (Levinson, personal communication, April 2010) products or as a fragment of recognized communication schedules with numerous available techniques. According to Murphy (2012), syllabi methods including program resources, administrative provisions, instructional distribution possibilities, and education approaches are thrown out in un-schooling. The programs differ from one group of homeschoolers to another,

as does the process of teaching. Un-schooling has been described as difficult because both parents and students have to be fully invested in the un-schooling process. The students desire for schooling often did not match that from the people in control of their education (Anthony & Burroughs, 2010).

Mckeon (2007) highlighted the alternative homeschooling approach, the eclectic technique that joined boxed curricula, personalized or individually established curricula, and various other approaches. The eclectic homeschoolers were described as calmer and more laid-back, in terms of their ideology and pedagogical standards. This eclectic method of homeschooling was often analyzed based on parental motives for their children's personalized education (Taylor-Hough, 2010). Many other approaches could be seen in the eclectic approach. The Charlotte Mason approach, traditional learning, unschooling, classical, supportive schooling, and virtual homeschooling approaches all fall within Levinson's (2020) views of homeschooling learning systems. In comparison to these other systems, the eclectic method did not have a central purpose like others. For example, Charlotte Mason techniques incorporated an enduring love of learning with tutor-monitored short programs (Taylor-Hough, 2010) centered on 19th and 20th century experiences. Consequently, traditional teaching progressed the early years of significant fact memorization learning and were majorly focused on rhetoric and endless ideas (Taylor-Hough, 2010). The eclectic method therefore opened the door to including many online and digital learning methods.

Moreover, the division of homeschooling learning systems extensively expanded to comprise (Murphy, 2012) comprehensive syllabi and families. Taking part in family-monitored business, household managing, traineeships, individual mentorships, society initiatives, unique activities, and benchmarking were all aspects of comprehensive courses restricted to schooling

prospects. Private and public-school extracurricular events, weekly improvement programs, sports activities, and other services had homeschooler affiliations (Gaither, 2008). Twenty states had confirmed approval of homeschool children registration guidelines in numerous public school secondary programs and sports (Lips & Feinberg, 2008). Therefore, the eclectic method also opened homeschoolers up to the possibility of new social learning avenues.

Educational and spiritual beliefs and principles, finance, region, and time are familial requirements that influence a parental selection of learning methods and selecting to homeschool. There are limited scholarly resources on these selections. Yet, homeschooling as an educational system consists of four components (Glenn-Applegate et al., 2011). First, all systems are defined by their resources, and sources of information for syllabus growth and academic activities and services. Secondly, all systems have a network of associations to coordinate social, academic, and mentoring connections. Thirdly, all systems are defined by the facilities that the students use for learning. Fourthly, intellectual and motor assessments are vital to maintain a homeschooling system. Inadequate systems and educational models develop unconventional and unequal possibilities (Glenn-Applegate et al., 2011). Technology has helped to organize and unify the homeschooling system.

Technology

Technology incorporation and utilization are acknowledged for enabling more conventional homeschooling methods. Technology has amplified the desires of personalization (Sherfinski, 2014) of the family, parent, and student as important aspects in homeschooling method selection (Lee & McMahon, 2011). Accessible homeschooling maintenance groups emphasized comprehensive families for homeschoolers. Where any region contains a small

group of homeschoolers, an association was created (Lines, 1995) and the flexibility of diverse areas, either local or national, were more readily shared. According to Cooper and Sureau (2007), the support from NHREI and HSLDA made the associations be politically, socially, and academically influential.

Private and non-profit enterprises emerged as organizations and service agencies in the movement. Programs like curricula for diplomas and higher learning, computer-generated learning possibilities (Collom & Mitchell, 2005), exams and training groups were provided and personalized for general requirements and concerns of the involved families (Bauman, 2001). Development in public technology and transformations economically and publicly impacted homeschooling. Therefore, diverse awareness of social and legislative knowledge, parental motives for selecting homeschooling, and methods were changed and enhanced (Anthony & Burroughs, 2010).

Technology in the current century has enabled academic matrix development (Gaither, 2009) and cyber home or contract schools that have resulted in more complex virtual syllabi. Google searches have provided curriculum approaches across a wide price range, even providing some to homeschooling parents free of charge. Google, Twitter, and blogs all contain (Norlidah et al., 2013) the sharing of projects, interventions, and socialization possibilities (Lips & Feinberg, 2008). Long distance studies became available to city and rural homeschoolers. Thus, homeschooling methods resulted (Taylor-Hough, 2010) in educational opportunities with computer-generated schools and virtual resources. Gaither (2008) argued public and private schools instigated computer-generated mixtures with course possibilities and complete high school syllabi with increased registration of Christian homeschoolers in cyber contract schools and joining nonspiritual and government homeschool discussions. The creation of more online

content enabled the informational internet systems to facilitate a platform of development for knowledge and transformative business techniques and social communication for home schoolers (Shadbolt, Hall, Hendler, & Dutton, 2013).

The explosion of the internet, societal changes, and education led to the expansion of globalization and homeschooling (Apple, 2007). Moreover, the web pieces produced an industry that contained innovative educational capabilities that revealed a universal hotwire of expressing information exposure (Bryant, 2011; Hall & Tiropanis, 2012). Numerous crucial historical facets have passed in less than ten years. The first being an academic convention of web experiences, Google, Wi-Fi, and worldwide internet network communication expansion. An important homeschool education branch that was created by web life evolution is home school innovation, many of which have expanded further during the COVID-19 pandemic. Some examples of the technological learning capabilities that meet the assortment of academic schooling experiences include hybrid online schools, social media, virtual schools, and gamification venues (Kunzman & Gaither, 2020; Pappas, 2018). The major countries having online formats of homeschooling education are Canada, the U.S, as well as others. The U.S. was considered the fastest growing country with homeschooling education 10 years ago (Chittom & Wagner, 2011), but many other countries have started expanding homeschooling options and the U.S. has virtually plateaued (Kunzman & Gaither, 2020). According to Smith (2009), homeschooling families in Canada and U.S have consistently developed graduates who are productive citizens due to homeschooling. However, since 2003, homeschooling has also been opened in countries like Malaysia after the Free and Compulsory Education Act was enacted (Norlidah et al., 2013). In many American homes, home schooling started because of technological evolution, but it began with a technical foundation (Norlidah et al., 2013). Social

websites and mobile learning technology are what have accelerated homeschooling in many other countries, such as Malaysia.

Consequently, online material knowledge was formulated through blogs, wiki, and digital experiences by retrieving information through the internet. Finally, web portals and interactive video games were used to exhibit critical thinking skills (Norlidah et al., 2013). The growth in the number of homeschool students was influenced by integrated technology with homeschool learning. It also offered options in establishing innovative methods to justify family life and roles (Lips & Feinberg, 2008; Valery, 2011). Studies have indicated that 98.3% have transitioned from using little technology, DVD players, and extra and curricular usage, to much more extensive use (Ray, 2010). Murphy (2012) implied that due to political and social change, society shifted and made modern homeschooling move into a new age of being streamed into academics with almost three million registered students, making it the most promising education scheme for public schools. Valery (2011) noted that instead of homeschoolers using integrated technology embedded in content lessons, they used online tools for content preparation. Again, there is a need for extensive studies in technology and cooperative integration into homeschooling support systems (Anthony & Burroughs, 2010). A conclusion has to be made in determining which portion of homeschoolers use computers and which part of homeschooling instructional programs is utilized with consolidated technology (Murphy, 2012). Widespread technology like online schools has made homeschooling more interesting with the beginning of public schools being seen as insecure settings (Layman, 2000).

As described above, technology has helped the number of students doing homeschooling increase nationally. The main reason why parents have chosen to do homeschooling is due to the rise in social problems and personal requirements, educational proficiency, and religion

(Wise-Bauer, 2008; Vahid, & Vahid, 2008). Recently, there have been studies of contrasting knowledge of homeschooling detractors, parental motives, homeschoolers' movements, and approaches. Advocates and challengers of homeschooling have debated the varied interactions, tutor experiences, and irregular state homeschooling policies and laws. The most vital considerations were the school environment, with 91% of respondents' motives for homeschooling. Moreover, 77% was for moral instruction, and 74% was for those interested in academic reasons. However, collapsing groups of curriculum approaches were established to be problematic, through combining reasons for homeschooling abundance of curriculum approaches was established. Furthermore, homeschooling approaches were a result of the exponential growth of technology and online possibilities. Extensive online curriculums have been provided by learning and technology companies that can be seen in traditional and home-based schools. Google, Pearson, Twitter, and Facebook enabled the exchange of projects, interventions, and interaction opportunities (Lips &Feinberg, 2008; Norlidah et al., 2013). Thus, homeschooling programs became vital for virtual learning and online courses (Taylor-Hough, 2010). Shadbolt et al. (2013) state that the creation of online accessibility exposed information and established a stage of development for knowledge, human socialization, and transformative business plans which helped homeschooling.

Summary

The development of home learning has demonstrated that homeschool associations were social and literary movements. Generally, and universally, schooling efficacy and learners' security have become the crucial objective that parents opted for homeschool learning to substitute for conventional education. Religion, parent effectiveness in delivering academically

rigorous curricula, and unique societal possibilities were described as reasons for selecting this type of education. Homeschooling has been in existence for a long time and is a rapidly growing movement throughout the developed world (Archer, 2000). This has caused federal and state regulations to be enacted to assist in the development of academically rigorous and responsible homeschooling learning (Taylor 2010; Cooper & Sureau, 2007). This study's objective was to evaluate the relationship between the parent's choosing of homeschooling techniques towards parents' motives for homeschooling, teaching systems, familial requirements, and integration of technology.

Chapter 3 - Methodology

Research Design and Methodology

This study utilized content analysis methodology to guide inquiry. Neuendorf (2001) described content analysis as the systemic, objective, quantitative evaluation of information features. Conversely, according to Krippendorff (2004), content analysis can be qualitative even when specific features can be transformed into numeric and quantifiable data (p. 16). Content analysis can be described as the extensive evaluation of any piece of literary or visual human communication. It can include text or data that appears in newspapers, advertisements, speeches, and many others. Content analysis can also be an approach that indirectly facilitates researchers studying human characteristics by evaluating their communications (Fraenkel & Wallen, 2006). Commonly, the main goal of content analysis is to determine the presence of certain words, themes, or concepts within some given qualitative data texts, or narrative. By using content analysis, researchers can systematically quantify and analyze the occurrences, meanings and relationships of relevant and purposeful words, themes, or concepts (Krippendorff, 2004).

Content analysis methodology facilitates researchers in studying social phenomenon and characteristics without influencing through their research process. The content analysis methodology used enables researchers to generate summaries that can be generalized in other conditions rather than presenting the information set (Neuendorf, 2001). Moreover, content analysis facilitates deciphering what is communicated, the reasons and effects behind the information, and can serve as a means of measuring trends in various aspects of society (Babbie, 2004). The coding process allows the recognition of content analysis by putting coded information into crucial categories. Immediately, information is transformed into critical

categories; a random sample is chosen and evaluated. The findings of content analysis are usually presented in a format of tables and charts. The specific trends are illustrated by using numerous statistical analysis tools. Qualitative techniques of content analysis arose from writing theory, the social sciences, and critical theory (Creswell, 2003). Consequently, content analysis is representative of general qualitative methods, such as the reading of small amounts of material and the interpretation of text into new descriptions. Krippendorff (2004) described qualitative content as being divided into five distinctive categories, discourse analysis, constructivist analysis, rhetorical analysis, ethnographic content analysis, and conversation analysis. For the purposes of this study, to examine the literature on homeschooling, discourse analysis was the most appropriate form of analysis. This was due to the fact that homeschooling has its own discourse, and thus its own discursive practices that defines the ideologies, pedagogies, and general approaches to homeschooling which are of primary concern in the study (Krippendorff, 2004).

Specifically, I used critical discourse analysis in this study in establishing the existence of vital themes in a model of texts. Critical discourse analysis is a qualitative analysis approach for systematically describing, interpreting, and explaining the ways in which discourses construct, maintain, and legitimize social inequalities (Mullet, 2018). It is vital to note that critical discourse analysis is majorly concerned with refusing the idea that research is valueless but is impacted by a predominant social structure replicated in a social association. For the discourse to be in specific historical, political, and cultural contexts it must have critical discourse analysis (Mullet, 2018).

Scholars have noted five advantages to utilizing content analysis (Fraenkel & Wallen 2006). First, it can provide a systematic and valid process for evaluating a wide range of

qualitative data. Second, it is considered to be a relatively unobtrusive and require little or no participant cooperation to engage in impactful research. Third, in terms of resources and time, content analysis is considerably economical and easy to manage temporally. Fourth, it allows researchers a contemporary methodology to interpret historical social life. Lastly, all content analysis studies are replicable due to the conditions of content analysis is possible due to the ease and availability of data.

Data Collection

The main aim of the study was to conduct a content analysis of some home school literature related to homeschooling approaches. The articles used provided invaluable data in addressing the research questions. These included questions regarding the main approaches to homeschooling, parental motivations to homeschool, instructional technology integration and facets of the learners' accomplishment of homeschooled children. Each of the articles included in this analysis was crucial to this study, and I analyzed data to inform the main approaches to homeschooling, technology communication variables, and motivations for homeschooling.

Overall, these articles represent valuable perspectives that provide insights into how homeschooling has brought new diverse families and populations together by sharing expertise and combining resources. This information was used to understand how homeschooling has developed to become a movement that has changed the way contemporary education is provided.

Coding themes were identified in order to address the primary research questions. The themes of coding were:

- Main approaches to homeschooling;

- Parents' chosen homeschooling approach;
- Parents' reasons for selecting homeschooling;
- Technology integration with homeschooling;
- African American homeschooling;
- Latino homeschooling;
- Asian homeschooling;
- Mental and physically challenged students homeschooling;
- International approaches to homeschooling;
- Montessori approaches to homeschooling;
- Homeschooling during the pandemic; and
- Dominant/popular curricular materials or programming for homeschooling.

The researcher has used the terms transferability, credibility, and dependability for internal and external validity evaluation (O'Connor & Joffe, 2020).

Instrumentation

This study used a content analysis approach to code a similar article for data transformation, in two different periods to achieve interrater validity (Mackey & Gass, 2015). The coding process was completed over two weeks. Codes were developed with the permission of Dr. Dixon (see Appendix A) with the information of the objectivity and context of the research, approach, coding technique, and content analysis methods before evaluating the journal article. The researcher coded again one-week later. The coding structure for the device guided by themes discovered in the initial research queries. The following were the themes identified:

- main approaches to homeschooling;

- Parents' choice of homeschooling approach;
- Parents' reasons for selecting homeschooling;
- Technology integration with homeschooling;
- African American, Hispanic, and Asian American homeschooling;
- Homeschooling during the pandemic;
- Reasons for homeschooling international students;
- International homeschooling approaches;
- Mental and physically challenged students and approaches;

Data Analysis

First, a sample relevant to the journal articles from the SAGE and ERIC were selected. Second, close readings of the sample texts were conducted to ensure that each provided examples identified in the research questions.

Analyzing data consisted thorough reading of all texts. Familiarizing with the data in the early stages of acquiring knowledge was completed through the reading process. Understanding the data focusing on the research questions and sub-questions while reading through the articles was crucial to understanding the data better. After reading texts, all information was coded both by utilizing the coding and physically (see Appendix B), which involved allocating themes, placing checkmarks, and located specific themes seen in text (Krippendorff, 2009).

Moreover, the point of making codes was to guarantee that ideas stay as close as conceivable to the texts and use the text themes since they grasp components of what is being labeled (Krippendorff, 2004). Remarks and notes were coded physically dependent on the

research questions. After distinguishing codes, the codes were assembled into classes. Finally, topics rose out of the classifications to respond to the research questions.

The concept of ecological agency was used to analyze and interpret the findings of the research by specifically identify homeschooling approaches, parent's motivations for selecting homeschooling, and role of technology integration in homeschooling. The concept of agency is based on theories of action and decision making (Biesta & Tedder, 2006; Emirbayer & Mische, 1998). Emirbayer and Mische (1998) explored previous theories of agency that considered agency to be one's capacity to act through selective control based on potentially problematic situations. Emirbayer and Mische (1998) built upon this traditional view of agency by defining agency as an intentional action by a person manifested through the interplay of conditions from a person's past, present, and future (Kipp & Clark, 2021). These conditions - past, present, and future - are referred to in research as the "iterational", "practical-evaluative", and "projective" dimensions and represent the interplay of intentions and reflections that result in action (Emirbayer & Mische, 1998). These conditions were used to consider the parents' decisions and approaches to engage in homeschooling.

The following coding (see Appendix B) scheme was used as suggested by Krippendorff (2004):

1. The researcher made a careful review of the selected texts;
2. The researcher identified the existence of the main subjects;
3. The researcher combined repeated or overlapping subjects;
4. The researcher identified any subjects that were not part of the coding scheme; and
5. The researcher provided most interpretations concerning approaches in homeschooling.

The result of this analysis is presented in Chapter 4 and discussed in Chapter 5.

Chapter 4 - Findings

Introduction

The content analysis research conducted sought to find out the reasons why parents opted for homeschooling and what approaches and methods were most used by homeschooling parents. It was established that religion and morality, the need to align personal values with environmental and societal values, and school violence and overcrowding were the primary rationales for homeschooling approaches (Ray, 2015). However, students who had mental and physical conditions were also found to use homeschooling in equal, if not greater, capacity. In addition, some parents cited mention shielding their children from racism and violence in public schools as a primary reason for homeschooling.

Internationally, parents were found to have chosen homeschooling as an alternative educational option due to four main factors: (1) the flexibility of custom learning, (2) the opportunity to teach moral and religious values, (3) the ability to encourage bilingualism, and (4) to reduce children's exposure to excessive testing.

Finally, the COVID-19 pandemic has presented an opportunity for the world to open up to the possibilities of home education. Homeschooling can be viewed a viable and effective means of educating children. Nations and organizations supporting homeschooling families can directly impact the quality of home education and maximize its efficacy.

It was also found that there were seven common approaches indicated as plans for homeschooling methods. The most common technique used was classical education with cooperative schooling approach. The second approach most commonly used was computer-based homeschooling, followed by the traditional method, followed by the public and private

approach. The least employed approaches were identified to be the correspondence schools and school-related approaches which were under organizations set aside from home.

That the use of charter institutions, co-ops, local homeschool groups, teachers, online support groups, workshops, and many other homeschooling resources that can concurrently improve parental skills and their capacity to understand the way to direct their children's learning experiences, offered valuable insight to the homeschooling phenomenon as well (Kula 2018).

Yet another factor cited by advocates of homeschooling is the opportunity for many students to freely discover the world. Consequently, many parents tend to collect educational materials themselves from a variety of sources such as books and the Internet, and shy away from pre-cut curricula. Furthermore, external resources such as museums and libraries are an important source of learning in the lives of most homeschooling students.

There were several different benefits to each the homeschooling and international approaches including the increased efficacy of creative-thinking approaches that may help change a child's vision of the globe. Therefore, homeschooling often permits the understanding of students' precognition that tutors may use during teaching and planning classes. The availability of the gathered materials also improves the likelihood of creative-thinking approaches to extract meaning from student's reality (Bonar 2019). To this end, toys may impact children's motivation to learn and their preferences and interests such as educational robots which have been adopted to improve children's learning and understanding (Tsai 2019). This may help in overcoming traditional learning's monotony and awkwardness. When incorporated in classrooms, these applications aid in student engagement, which can stir up their imaginations to discover the new world's potentials (Abualrob 2019).

Data related to Research Question 2 showed a coincidence between the growth in technology and the development of homeschooling movement (1998-2018), which led to the great access and awareness of various homeschooling approaches (Pappas, 2018). However, there is little academic research that connects the parent's selection of homeschooling approaches and the use of instructional technology (Gaither, 2008; Murphy, 2012). There has been an increase seen between technology integration and homeschooling, especially in learn and practice approaches, but also in the use of social networking websites to connect homeschooling families with broader networks (Glanzer, 2008; Valery, 2011). Due to the adoption and diffusion of modern technologies, parents have perceived homeschooling as a good option for their families and children.

Overview of Content Analysis Findings

The main aim of this study was to conduct a content analysis of home school literature in order to address the main approaches to homeschooling as well as parental motivations to homeschool and the many facets of the learners' accomplishment of homeschooled children. Each of the articles cited in this study was crucial, and I analyzed data to understand the main approaches to homeschooling, communication variables, and motivations for homeschooling.

Overall, the articles in this content analysis provided valuable insights into how homeschooling has brought new diverse families and populations together by sharing expertise and combining resources. This information was used to understand how homeschooling has developed to become a movement that has changed the way contemporary education is provided.

In order to best understand the many approaches and facets of the homeschooling movement, this study identified the reasons why parents opted for homeschooling, what influenced their selection of homeschooling approaches, technology integration and the increased growth of homeschooling. As a result, the following codes were created:

- School Violence (SV)
- School Overcrowding (SO)
- Religion and Morality (RM)
- Environmental and Societal Values (ESV)
- Mental and Physical Conditions (MPC)
- Pandemic COVID-19 (P19)
- Racism (RAC)
- Classical Education (CE)
- Cooperative Schooling Approach (CSA)
- Computer-Based Homeschooling (CBH)
- The Traditional Method (TM)
- The Public and Private Approach (PPA)
- The Correspondence Schools (CS)
- School-Related Approaches (SRA)
- Learn or Practice Skills (LPS)
- Conduct Research (CR)
- Contribute to Blogs and/or Wikis (CB)
- Use of Social Networking Websites (UNW)

Tables 1, 2, and 3 seen below provide a visual depiction of the overall results of the qualitative content analysis.

Table 1

The reasons why parents opted for homeschooling

Authors	Themes						
	SV	SO	P19	RAC	RM	ESV	MPC
Ray 2010	X	X				X	
Anthony & B 2010					X	X	
Bielick 2008	X	X			X	X	
Collom & M 2005	X	X			X	X	
Noel & R 2013	X	X					
Taylor 2010	X	X			X	X	
Isenberg 2007	X	X			X	X	
Gaither 2008					X	X	
Lips & F 2008	X	X			X	X	
Sherfinski 2014		X			X	X	
Apple 2007		X			X	X	
Bauman 2001					X	X	
Glanzer 2008					X	X	
Mazama & Lundy (2012)				X			
Puga (2019)	X	X		X		X	X
Jasmine (2016)	X	X					
Gaither (2017)				X		X	
Ray (2016)	X	X		X	X		
Brewer and Lubienski (2017)	X			X		X	
Pozas & Schneider (2021)			X				
Fontenelle (2021)			X				
Kinzer & Herbst (2020)			X				
Letzel & Schneider (2020)			X				
Wun (2020)			X				
Thorell & Christiansen (2021)							
Notice & Mataras (2013)			X				
Hurlbutt (2012)							X
Morse (2018)							X
Cheng (2016)							X

X indicates the presence of the theme in the text.

Table 2

The approaches/methods most used

Authors	Themes						
	SRA	CS	CE	CSA	CBH	TM	PPA
Anthony 2010			X	X			
Sherfinski 2014			X				
Bauman 2001			X				
Valery 2011			X		X		
Taylor 2010			X		X		
Apple 2007			X	X	X		
Isenberg 2007						X	

X indicates the presence of the theme in the text.

Table 3

Technology integration and the increased growth of homeschooling

Authors	Themes			
	LPS	UNW	CR	CB
Glanzer 2008	X	X	X	
Valery 2011	X	X	X	X
Taylor 2010	X		X	
Apple 2007	X		X	
Pappas 2018	X	X	X	
Milton 2020	X			
Jolly & M 2020	X	X		

X indicates the presence of the theme in the text.

Research Questions

For review, in consideration of the content analysis data, the following research questions used to guide this study:

1. What are the major reasons parents choose homeschooling?
 - a. What approaches or methods are used most by homeschooling parents?
2. How do parents use and depend upon instructional technology integration in practice to enable and sustain homeschooling?

These questions were relevant because homeschooling has increased as a practice with the evolution of online connectivity and resources, yet these online resources do not always support the traditional approaches to homeschool learning.

Findings - Research Question 1

The content analysis of twenty articles demonstrated that various factors influence parents' decisions to move from organized schools to homeschooling. Some of these factors can be justified by personal beliefs. For instance, issues like school violence can be justified by societal issues. This is seen in the decade between 1997 and 2010, where violent acts in U.S. schools were rampant and led to the death of many children in schools (Ray, 2010; Collom & Mitchell, 2005; Bielick, 2008). It was evidently reported all over the news in those days those children were horrified to go to school because other children would kill or would be found trying to kill teachers and their fellow learners. Additionally, it appeared as though there were no solutions capable of countering that particular social problem experienced in schools. Parents started advocating for safer schools and demanded that the school, in general, be held accountable. Many security features were added to schools, like metal detectors, in an attempt to create safer

schools but to no avail. This led to an increase in the percentage of children enrolling for homeschooling. From 1999 to 2007, the rate increased by 74% and increased further by 17% between 2007 and 2012 (Lips & Feinberg, 2008; Taylor, 2010; Noel, Stark & Redford, 2013; Isenberg, 2007). The notion of school safety made parents look deeper at what they wanted from schooling, and this implied a switch from organized schools to homeschooling.

Other problems were established under the umbrella of school safety. For instance, most of America's public schools were faced with the problem of overcrowding and the challenges of little funds available (Bielick, 2008; Collom & Mitchell, 2005; Isenberg, 2007; Lips & Feinberg, 2008). These kinds of problems had a way of altering society's perception of schools and justified homeschooling based on school issues. They started believing that schools simply were unable to fulfill their purpose in those conditions as they become ineffective in commencing teaching, instructional techniques and helping parents in managing their children. The belief also permitted parents to start looking for alternatives (Taylor, 2010; Ray, 2010; Noel, Stark & Redford, 2013). All of a sudden, the homeschooling proposal was not set aside for only wealthy individuals or those who held strong religious opinions or those who sought more control of their children's extra-curricular activities throughout the day, but rather everyone who wanted safe schooling for their children.

Additionally, apart from matters concerning the school setting, pedagogy and ideological differences have also been established as some of the major contributing factors to justify homeschooling based on personal beliefs about learning. According to Anthony and Burroughs (2010), there is a wide difference between the teaching strategies and curriculum used at home and the one used in a traditional school setting. In their research, most participants stated that their motivations for choosing homeschooling were purely based on the pedagogical and

ideological differences evident in the instructional material deployed at home. A particular participant stated that they acknowledged the importance of using secular programs on television to provide education. Ultimately, the participants based their approaches on family values which is related to parental autonomy. Collom and Mitchell (2005) found out that there were mixed perceptions about homeschooling with each parent having their own individual reasons which were based on putting the needs of their children first (Apple, 2007; Lips & Feinberg, 2008; Sherfinski, 2014; Bauman, 2001; Glanzer, 2008). This was in accordance with John Holt's theory of individualization of the child's interest which firmly holds with current trends today.

Homeschooling African American, Hispanic, and Asian American Students

Mazama & Lundy (2012) discovered that African American parents might opt for homeschooling due to several critical factors. In exploring the motivations for homeschooling among African Americans, racism was the most critical causative factor. Most parents provided different motives and were rarely influenced by a single element. One of the most common reasons was that brick-and-mortar schools offered poor quality education to their children.

In their experience, African Americans highly opted for homeschooling to avoid issues of racism and discrimination. Certainly, it is rational to conclude that an obsession with discrimination and racism undergirds many of the replies concerning homeschooling motivation. The decisions of these parents to homeschool their children was inspired by the desire to protect their children from probable racist actions. Some were reacting to past egregious racist incidences that had happened to their sons' or daughters' schools. Undeniably, in most interactions, the battle against individual and institution racism as well as cultural

compatibility of the learning experience surpasses other explanations offered by the participants. For instance, many parents stated that family or region bonds are their motivation for homeschooling; they gave these reasons in a context that recognizes institutional racism and the importance of a curriculum.

Puga (2019) stated that African American families within socioeconomic frameworks often face similar impediments, which sometimes vary from educating white parents to the choice of where and how to educate their children. Studies have shown black youths often deal with lower-quality facilities, overcrowded classrooms, minimal educational resources, inexperienced educators, harsh treatments, minimal course offerings, and many other issues. Drawing attention to even more specific racial crises that white students do not often face, African Americans also undergo a huge uphill fight to guard their children against risky racial stereotypes, mostly the negative biases concerning their children's academic abilities.

Jasmine (2016) described these experiences of in a study of African American students. One of the issues facing African American students is overcrowding in schools. A number of participants described their experience in public schools as overcrowded, citing class sizes of 20-25 students or even more. They say that they are often forced to rush their classes like others despite them not understanding well. This often stifled their enjoyment of the educational process and also discouraged them from learning. As a result, they started taking education less seriously and even missing classes. This, in turn, was seen to negatively affect their grades. These participants preferred homeschooling, saying that the home environment was nurturing, safe and intimate. These parents recounted that institutional safety, particularly as it is associated with the male children, was a causative feature in their choice.

In a survey conducted by Gaither (2017), "that only 68% of homeschooling families were white, while 8% were black, 15% Hispanic, 4% Asian, and 5% something else" he discovered that motivations for homeschooling by Hispanic, Asian, and African American parents had received considerable attention in recent years. Families that had decided to homeschool had similar demographics to their white counterparts, with middle-income, two-parent and nuclear families dominating. Racism had become a deciding factor for schools and parents placed their children's success before their careers and struggled with raising cash for their children to homeschool. In a survey involving 75 different ethnic homeschooling families, Gaither (2017) found numerous motivating factors. Most parents homeschooled to protect their children from racial issues, hoping to save them from individual and institutional racism existing in public learning. Likewise, others were motivated to ensure their children received the best education, the yearning to replace the public education curriculum with something more productive and affirming.

According to Ray (2016), homeschooling Latino, Asian and African American parents commonly held similar reasons for choosing to homeschool over sending their children to more traditional schooling. The six common reasons selected by these parents for homeschooling included, (a) they "like to homeschool their children to instill moral and religious values," (b) "for them to pass through beliefs, morals, and worldview," (c) "to enhance family relations between parents and children and within siblings," (d) "to personalize children's education," (e) "to attain more academically," and (f) "intend to offer moral or religious instruction that vary from the one in public learning."

Additionally, Brewer and Lubienski (2017) found two primary reasons for homeschooling white or mixed-race American parents. Religious reasons were by far the most cited rationale

for homeschooling in the U.S. The authors also found that racial violence and safety concerns were also prominent facilitators of homeschooling.

Homeschooling International Students

Tan (2020) conducted a study on homeschooling motivations in Singaporeans. Tan asked parents why they choose homeschooling despite Singapore having well-versed academic institutions. In response, parents incorporated a mix of ideological and pedagogical reasons. The reasons that they offered included, (1) homeschooling allowed custom learning, (2) to teach moral and religious values, (3) to encourage bilingualism, and (4) to reduce children's exposure to excessive testing.

Andrea, Kateřina, Yvona, and McCabe (2018) found that families that opt for homeschooling may find themselves in difficult situations but still justify their decision quoting that they are practicing “good parenting.” Homeschooling parents here often felt that they made use of their time in a good way. They felt that by investing most of their time to ensure good development and learning in their children, they assumed their responsibilities as parents. They believed that the responsibility shift from tutors to guardians was normal for the “third wave” of learning. These parents proclaimed to take full accountability for the learning of their children, and to them, it was a mindful decision.

The research also reported on how homeschoolers highlighted the significance of the time and energy they invested, as opposed to guardians who seemed to pointlessly prioritize other things—parents who practiced homeschooling attempted to see their children as active individuals who benefited from this learning.

Homeschooling Mentally and Physically Challenged Students

Notice, Cook, Bennett, Lane, & Mataras (2013) indicated that children with special needs attaining homeschooling have substantially improved following the 1990s resurgence of homeschooling. The National Center for Education Statistics has, in fifteen years, revealed the improving trend of children receiving homeschooling which comprises of children living with disabilities. From 1999 to 2007, the prevalence of home school students living with a disability rose from 1.8 to 2.6% (National Center for Education Statistics, 2010). The National Household Education Surveys Program also discovered that more than 21% indicated that special needs or other mental or physical issues were a significant motivation for homeschooling (National Center for Education Statistics, 2007). Regarding these studies, homeschooling has substantially become an educational choice for a considerable number of children with exceptional children.

Studies indicate a worrisome attitude among teachers as they lacked esteem about the parent's capacity to sufficiently offer an efficient educational program for children with ASD at home. Captivatingly, Hurlbutt (2012) discovered that the original apprehension that parents did lack the experience and skills to homeschool their children was imprecise and incorrect. Homeschooled special needs children were discovered to attain a better education achievement than the others in schools. Hurlbutt (2012) stated that a research conducted by Easter Seals Society and the Autism Society of America revealed that a seventh of parents with ASD students were afraid of their students' achievement likened to the other third of averagely developing students. Just 19% of guardians with ASD students trusted that their children were attaining enough education to help them for their future careers, likened to 56% of parents with children with no disabilities.

Hurlbutt (2012) also recognized a shared motivation to why parents decided on homeschooling their ASD children. This was because they had a versatile routine, specifically when the children needed some alone time. Furthermore, more parents felt that their children were not attaining enough individualized support and consideration in the traditional school settings, thus preventing their children from advancing at their correct speed. Therefore, parents doing homeschooling were enthusiastic about making a personalized curriculum for their children to face issues as they take place, enabling more chances for interactions with friends, and having more suppleness to manage health needs and follow-ups.

According to the results assembled by Morse (2018), when parents felt that the needs of their SEN children were unmet by private or public schools, their children's SEN was a significant determinant of their homeschooling decision. In all samples for the participating parents, the yearning to become part of their children's learning is the most rated factor to the homeschooling choice. These parents reported wanting to be inherently involved in their children's' learning processes. These decisions varied from parental participation in assisting with school fundraising to other school activities.

Cheng (2016) found that parents that preferred homeschooling were more satisfied with learning than those who opted for public and private schools. He also found that parents who preferred homeschooling were less fulfilled than those who sent their kids to religious institutions. Certainly, families that homeschooled their special needs children were focusing on protecting them from stigma and bullying. Parent perceptions of their roles in determining school quality helped evaluate other essential schooling dimensions, which are rarely integrated into the test scores.

Homeschooling for Reasons Related to Pandemic

Different parents have had dissimilar experiences of homeschooling during the pandemic. The differences can be noted across seven European countries among kids with mental conditions and those without (European child & adolescent psychiatry, 1-13).

Thorell, Skoglund, Baeyens, Fuermaier, Groom & Christiansen's (2021) study attempted to investigate parents' different experiences with homeschooling had with children with or without mental illnesses in Europe. The study revealed that most parents indicated that there were adverse effects of homeschooling for both the children and themselves, including limited contact with tutors and parents having the primary duties of organizing and controlling the homeschooling schedules. Other parents also revealed an increased prevalence of stress, apprehension, social isolation, and conflicts at home. Another percentage of parents recorded an amplified percentage in alcohol or drug use. Some disparities among the seven countries recorded more negative experiences among families with children living with mental illnesses. Nonetheless, the dissimilarities between homes with or without children with mental conditions were overall small, revealing that many parents across the boards experienced the negative challenges of homeschooling. The study also shows that the negative effects of homeschooling had a probability of long-term effects like more inequalities.

On the contrary, another percentage of parents recorded positive influences of homeschooling for both parties. Since the introduction of homeschooling was abrupt due to the social restrictions caused by the COVID-19 pandemic, most countries did not have sufficient time to adjust to online learning and tutoring after the schools were initially closed during the first wave. The homeschooling intervention was inadequately planned and implemented

compared to other interventions since policymakers had the duty to evaluate its negative impacts during other waves or other future pandemics.

Homeschooling was found to have significantly increased with the emergence of Covid-19. Pozas & Schneider (2021) found that most Mexican participants went to inclusive private learning, while students who sought inclusive public learning has no significant disruptions in their teaching activities. These findings show the existing educational inequalities, which portray the intense polarization of Mexicans' living conditions. Nonetheless, it was evident that Mexican participants often engaged in regular digital contact with families, friends, teachers, and fellow students, which was a safe interaction for them.

The findings for this research showed that parents went through hardships because of the content, the new learning platforms, and lack of pedagogical skills. These pedagogical difficulties and their attempt to balance their children's learning while continuing on their careers presented a significant challenge for many parents. Nevertheless, it was essential to recognize that even though the combined role was difficult, it provided the chance for the family to establish sturdier bonds (Pozas & Schneider 2021).

According to Fontenelle (2021), many parents strongly argued about the coronavirus crisis. Many felt that remote learning was not promoting independent learning and was not appropriate for young school-age children. They also thought that technology was a valuable learning tool when well-utilized. Nonetheless, the technology could not be a substitute for tutors. Parents in this study proposed that the primary focus for learning during the pandemic was technology itself and not the learning or teaching process. Educators and institutions may have wrongly thought that if children were able to access the new technology and use it, they

could self-sufficiently train themselves—the supposed parents’ experiences in the period of schools’ closure challenge this hypothesis.

Parents also pointed to the required transformations in the training approach for teachers and help they required to constantly improve their skills in establishing engaging and contextualized curricula with clear prospects and cohesive evaluations tailored to meet student needs while using technology in a well-versed manner. Parents also recognized the advantage of understanding and using parental support in children learning, showing a need to enhance collaborative practice among schools and parents.

According to Kinzer, Pohlman & Herbst (2020), the COVID-19 pandemic presented an opportunity for the world to open up to the possibilities of home education. Homeschooling is a viable and effective means of educating children. How nations and organizations support homeschooling families can directly impact the quality of home education and maximize its efficacy.

Four ways a society can support homeschooling can be summarized with the HOME acronym. First, authorities can assist home educators by (H) helping families find their fit. They can do this by supporting and encouraging families to customize their education techniques to match each child's individual needs. Next, a society can support homeschooling families by (O) offering a diversity of teaching resources. These can include technological and curriculum options. Third, nations can support education in the home by (M) making homeschooling socially acceptable. Lastly, by (E) empowering homeschool partnerships, a society can open up more doors for hybrid homeschool organizations and associations to form. This can lead to greater success in the homeschool community.

Letzel, Pozas & Schneider (2020) found a connection in inclusive practices in homeschooling among parents, students, and teachers' replies, which showed no change that was implemented to address the needs of special learners and those of normal students. This inherently contributed to both educators and parents' remarks that there was no educational equality during this crisis. Therefore, the issue of ensuring equality in learning had to become the main focus for both home-based and brick and mortar learning. Additionally, significant findings showed that students needed more attention and feedback from the tutors. Teachers also felt there lacked contact with the students, which gave rise to learning issues. This showed the need to adapt the synchrony teaching basics to improve contact. For example, the teacher may have provided flexible schedules that permitted online consultation where students could approach tutors with any issues.

The outcomes of the intervention study showed numerous aspects such as enhanced written and verbal expressions, improved idea generation, increased inquires and participation by the learners, and greater concentration (Wun, 2020). During the COVID-19 Pandemic, Wun (2020) found that parents felt that their children preferred homeschooling. Nonetheless, some of them believed that there was not enough collaboration in online learning. Others felt that their children greatly focused when it came to online classes. Nonetheless, most of them felt that it was essential to monitor these children during lessons and reported children's fatigue and back pains during in these lessons.

Findings – Research Question 1A

In his theory of education, John Holt acknowledged that children could learn without being forced to do so. This implied that children have the ability to naturally acquire education

from their environment by pursuing their individual interests (Ray, 2010; Lips & Feinberg, 2008; Sherfinski, 2014; Taylor, 2010; Glanzer, 2008; Apple, 2007). Therefore, they should have the freedom to access various resources apart from going to school in order for them to learn. Holt referred to this concept as un-schooling. Holt's theory emphasized the natural learning approaches that strongly contributed to the training programs employed by teachers in schools.

Holt argued against public education because it caused a lot of unnecessary social outcomes. He came up with a radical ideology for children to stay home and still go to school while at home. He believed that many school environments were, in fact, blocking children from true learning, and this caused a failure in many American children (Bauman, 2001; Glanzer, 2008). He linked this failure to the fact children do not develop as a result of the fixed educational system that was traditionally utilized in schools. This system entailed fixed instructional material and information that did not consider the individual interests of children (Anthony & Burroughs, 2010; Collom & Mitchell, 2005; Bielick, 2008; Gaither, 2008; Isenberg, 2007). As a result, children did not grow their capacity for learning but rather grew into compromisers of this system so that they can counter the boredom, fear, and confusion.

The studies evaluating the approaches to home-based learning and teaching techniques exhibited variations since the materials could be customized and personalized to match the interests of learners of parents (Apple, 2007; Anthony & Burroughs, 2010; Isenberg, 2007). Other studies revealed that the choice is influenced by the structure and eclectic program plans (Bauman, 2001; Taylor, 2010; Valery, 2011). Despite the many choice-related freedoms in home-schooling, parents faced the challenge of identifying the right instructional approach. However, four main approaches were shown to be effective for homeschooling: traditional (boxed approach), un-schooling (personality and preference dependent), eclectic (combines the

curriculum and personalization of the curriculum to fit one's needs), and the classical technique which involves grammar and language knowledge development in general (Sherfinski, 2014).

Recent studies analyzed the impartiality of homeschooling systems which were related to the reasons parents gave for individualization of learning to justify homeschooling based on personal beliefs. Consequently, more complex, and extensive, homeschooling methods came about. These methods included determined approaches for technology incorporation into the individualized system of education (Taylor-Hough, 2010; Valery, 2011). Establishment of advanced technology, such as the World Wide Web, has demonstrated a productive way of administering both homeschooling and public schooling. For homeschooling, technology has provided unlimited chances of widening the learning scope and acquiring homeschooling necessities and effective structures (Taylor-Hough, 2010; Bauman, 2001). However, these expansions contributed to more levels of choice and a variety of upcoming methods of homeschooling.

There were also ideological and pedagogical approaches incorporated in this method. Nevertheless, the methods varied from the individualized interests of learner's method (Anthony & Burroughs, 2012; Apple, 2007; Bauman, 2001; Taylor, 2010). Additionally, the curriculum fundamentals packaging and arrangements were determined by the larger curricula, and families also played an important role in determining homeschooling teaching techniques. On the other hand, comprehensive curricula included taking part in managing family businesses, assisting in different household areas, and volunteering in community events (Taylor, 2010; Apple, 2007). The larger curricula were further expanded to include a combination of homeschooling and public schooling extra-curricular interests (Bauman, 2001; Valery, 2011; Isenberg, 2007). This

implied that organized school could also apply homeschooling techniques to offer extensive learning.

A recent examination of the home-based schooling approaches has shown that parents have various reasons for individualized learning for their children (Anthony & Burroughs, 2010). In this study, the following seven categories of homeschooling approaches were included:

Unschooling Approach

Students can choose their interests with this type of learning. This approach follows John Holt's teachings and entails directing the student to learn without any plan. The teacher focuses on what the child wants; thus, learners are allowed to follow their interests.

Classical Education Approach

The classical approach originated as a path of homeschooling. Anthony and Burroughs (2010) mention that the classical education method emerged in three phases central to cognitive development. The classical education approach "was one of the homeschooling curriculum alternatives based on the Trivium." He adds that the Trivium encompasses grammar as the first stage whereby thinking and memorizing are active primarily in elementary learning. The second stage of the Trivium is the dialectic stage where students comprehend and handle analytical thinking and is standard for middle school students. Thirdly, the rhetoric phase, incorporated for those in high school, entails "articulating material" (McKeon, 2007).

The Charlotte Mason Approach

Drawn from a British educator in the 19th and early 20th centuries, this approach makes children love education for the rest of their lives. The system was developed through the Conservative Christian wing of homeschooling (the Ideologues) as a modern approach to homeschooling.

Traditional school-at-home approach

This method is a replica of conventional schooling utilizing pre-packaged curricula considered by most parents who wish to start homeschooling. The technique applies what is done in public and private schools considering.

Cooperative Approach

Cooperative schooling allows homeschooling families to come together as a group, and each takes up the educator's responsibility based on the subject and interest.

Computer-Based Home Education Method

The computer-based home education method is an approach that can either be a stand-alone curriculum or be part of a correspondence program with an array of techniques (Ray, 2000).

Correspondence and Umbrella Schools

Correspondence and umbrella schools are both distant learning educational facilities for homeschoolers. Isenberg (2007) states that they mainly depend on textbooks, workbooks, and fill-in-the-blank quizzes and tests.

In conclusion, research distinctively pointed out that safety, family educational values, and religious beliefs were the key factors influencing the teaching techniques of parents and the switching to homeschooling decisions. Other factors included logistical factors such as financial aspects, distance, and time parameters. Additionally, learning methods employed in homeschooling were crucial aspects for parents and learners to consider when making this decision. Although the interests of the individuals directly affected have been put into consideration in regard to the homeschooling teaching methods, there is still inadequate data on the ideological and pedagogical standards. This is brought about by the availability of various options.

Homeschooling International and International Approaches

Bonar (2019) focused on showing the efficacy of creative-thinking approaches in changing a child's vision of the globe. According to Bonar (2019), material evaluation permitted people to understand what is natural and to create a directional map that showed the best approaches to integrating children's viewpoints in their beliefs about reality. When children eliminate reductionist attitudes, they can reflect on valuable practices. Therefore, homeschooling can permit the understanding of students' precognition that tutors may use during teaching and planning classes.

The availability of the gathered materials improves the likelihood of creative-thinking approaches to extract meaning from student's reality. Even though the knowledge associated with the creativity psychodidactics realm may be more accepted and approaches of creative actions are starting to be used more constantly in learning practice, they are still ignored as techniques to help children interpret the world.

Tsai (2019) came up with a robot-guided instructional tool created for English as a foreign language (EFL) learning. The tool measured the efficacy of robot-guided English learning. Toys may impact children's motivation to learn and their preferences and interests. Educational robots have been adopted to improve children's learning and understanding. According to Tsai (2019), this motivation is important to help students take part in meaningful learning. The ARCS (Attention, Relevance, Confidence, Satisfaction) theory has four key features that are usually adopted in learning. Usually, it is critical to trigger motivation among students as it helps them engage in meaningful learning. By applying ARCS motivation theory, students' learning may be greatly improved.

Abualrob (2019) recognizes AR technologies as an essential e-learning form. It helps in overcoming traditional learning's monotony and awkwardness. AR fosters dialogue, interaction, and in-classroom discussions where students can encourage each other within an exciting environment. When incorporated in classrooms, AR applications aids in student's engagement, which stirs up their imaginations to discover the new world's potentials.

Dominant/popular curricular materials or programming for homeschooling

Kula (2018) argued that homeschooling is a learning option that is gaining popularity, particularly in families with special needs children. The variability and flexibility of learning techniques attracted most individuals who have faced frustrations in private and public schools' lack of accommodations. Even though most parents do not have formal training as teachers, their determination, time, and energy investment into their children's learning often permit them to gain the skills and knowledge required to meet their children's needs. Nevertheless, in events where parents are needed to offer homeschool learning for a long time, research shows a

generally positive experience. Some researchers even declare this kind of learning as ideal for special needs children. Kula includes the use of charter institutions, co-ops, local homeschool groups, teachers, online support groups, workshops, and many other homeschooling resources that can concurrently improve parental skill and capacity to understand the way to direct their children's learning experience and offer valuable experience in their own right.

Mazama (2016) answered his query of "Who teaches Black homeschooled children?" In his research, it was evident that mothers were most involved when it came to homeschooling. Nonetheless, a fair share of learning occurs beyond the home environment, including libraries, churches, co-ops, and many other places where black children may learn. More importantly, it showed that external resources like museums and libraries were key figures that add to student learning.

The author added that black homeschoolers' teaching techniques often differ in their beliefs and learning philosophies. This may, at times, influence the style of teaching. While not many individuals believe that tutoring should be, for the larger part, adult-driven and practical learning are the most effective approaches to teaching. Therefore, many parents feel that their children must choose what they intend to study to enhance and facilitate their interests. Furthermore, those parents that failed to go schools may tend to imagine that children should explore classrooms at all times. Subsequently, such parents often gather learning materials from various sources and discourage pre-cut curricula.

Findings - Research Question 2

Valery (2011) noted that hands-on resources and non-standardized materials were preferable for homeschooling parent-teachers and viewed online tools more for preparation of

parental content rather than having combined lessons with students using content and technology. Additionally, in the USA, there is little research literature showing the degree of student use of instructional technology. Technology has evolved the homeschooling community through wikis, sharing of projects, blogs, and Facebook by creating socialization and collaborative opportunities for some learners and parents online. As technology devices continue to develop, there has been a creation of diverse choices for homeschoolers through the internet and homeschooling approaches. Again, through investigation of the relationship between instructional technology and parental reasons for having homeschooling methods, there was an added integration to the existing literature. Valery (2011) reported that employment of digital technologies and modern media by homeschooling parents helped in animating instructional goals of a high order. As a group, parents advocated the use of individualized and differentiated instructional designs and curriculum. This was possible through the use of communication and computer technologies.

After a thorough study of homeschooled technology role by Andrade (2008), he saw that communication technologies and modern computers led to the growth of homeschooling. The outcomes indicated that communication and computer technologies should be perceived as one of the most confluent political, social, and economic forces that helped develop homeschooling. Additionally, the deep penetration of media technologies and computers into households in every part of the country should be perceived as coincidental and proximal dimensions of the current homeschool movement. With the adoption and spread of modern technology, parents have been able to perceive homeschooling as a possible choice for their children and their family lifestyles. Also, Andrade (2008) identified that communication and computer technology did not have any bearing on homeschool decisions, nor were technology seen as influencing

parents' motivation to homeschool. The study showed that communication and computer strategies such as the internet might not have been seen as an influential component of a broad homeschooling phenomenon, considering that it has a virtual ubiquity in participants' day-to-day lives.

In the Valery (2011) study, the homeschooling rationales spoken by parents tended to come from rather practical and personal reasons to increasing philosophical and ideological justifications over time. For many who participated, the entire process that linked practical and ideological had the following five-stage process: Predisposing, recognizing, deliberating, identifying, and expanding. These outcomes signified that diffusion and adoption increased the ubiquity of communication technologies as well as modern computers.

Taylor (2008) thought that modern communication technologies and modern media are seen to be standard household utilities or increasingly easy-to-use appliances with inner complexities put deep under the hood, where some people might not have seen them as unique or relevant innovations. Besides, no parent suggested modern or ubiquitous technology such as electricity, automobile, or telephone as an innovation that influences their ability to facilitate homeschool. Yet, putting homeschooling into practice having not considered these technologies would limit participants' capacity to do so.

Pappas (2018) found that it is through internet-based technology such as the web and email that homeschooling parents are increasingly aware of homeschooling. This has only increased in the last 10 years. They claimed that accessing and using modern technologies played a significant role while adapting to homeschooling once they became aware of it. These parents used modern technology while nationally seeking homeschooling models from like-minded peers and collecting info from different private and public resources. Many parents

found that were it not for internet and web access, homeschooling could not have been discovered. Andrade (2008) described that internet and computer access paired with working from home was crucial to parents sustaining homeschooling. Also, parents and their spouses saw technology as an added measure of financial flexibility, logistics, and instruction to facilities the management of homeschooling from day-to-day.

Apple (2007) concluded that homeschooling was made easy by modern technology. He suggested that homeschooling was facilitated and sustained through the internet and computer, among other technologies. The outcomes suggested that using communication and computer helped homeschooling learners to create, seek and maintain community practice while at the same time activating the homeschooling idea. Seen loosely as “groups of self-chosen individuals bound informally by a shared passion and expertise for the common enterprise” the practice community model explained how participants with inclination to homeschooling used modern technologies while aligning and organizing with like-minded people and groups.

Studies also revealed that homeschooling parents used a collection of modern technologies while creating and seeking networks (Andrade, 2008; Pappas, 2018; Taylor 2010; Valery 2011), generating and distributing knowledge while sharing a sense of mutual enterprise with a larger than expected number of individuals who were similarly motivated. Additionally, parents implemented different media and computer technologies to offer full support to administrative, managerial other instructional activities related to homeschooling enterprise. Also, access to web connections and computers aided parents in having their children enrolled in online courses, instructors, recruit tutors, and building a specialized curriculum to supplement instruction for participants whose children are old.

Additionally, Pappas (2018) revealed that home educators have become experts in the use of modern technology and that their children possess a high ability to use a wide range of technology for education. In many ways it has become a structural necessity in developing curriculum and connection with the homeschooling community. She claims that teens often use technology to carry out positive social interaction with other people.

Besides, parents explained a sense of trust in their children and themselves to help explore what they wish to know while connecting with people locally and globally to become self-participants in their learning. According to Pappas (2018), home educators understand that technology helps them arrange social gatherings for both parents and children regardless of age, thereby facilitating isolation caused by homeschooling. Also, through technology, parents can reach their educational goals as it helped improve the quality of education by implementing tailored instruction and curriculum.

Again, homeschooling families have taken advantage of opportunities and choices offered by the internet. Jolly and Matthews (2020), in an enormous survey of homeschooling, found that this growth leads to establishing online programs offered by virtual technology found in schools and facilitating the growth of online education services and resources targeted at various homeschooling families. Also, as the access to curriculum found or disseminated through the internet continues to increase, social media and online platforms have begun playing a much larger role in homeschooling practices. They have provided homeschoolers coming from a local or well dispersed geographical location with formal and informal networks from around the world. Also, there has been an influence approach to the curriculum by both virtual and online programs. Virtual schooling has provided both the parents and students with a

varied range of content, points of access, and options of delivery. This is because online schooling can be done autonomously, in a synchronous, or asynchronous, manner.

In a study by Milton and Robert (2020), the outcomes (enabled by the increasing function of technology in education) showed that there would be an increased influence of homeschooling by technology in intense ways; not only about delivery and instructional content, but by enabling support and political mobilization among homeschoolers through communication. Homeschooling will continue to challenge conventional schooling methods, the family and education process in general. In the stipulated curriculum categories, schooling and accomplishment will continue blurring while changing conceptions of participants of education and the broader societies.

The research results also explained that technology was still not perfected, especially for homeschooling. Although many parents relied on communication, computer, and media technologies to facilitate support to their homeschooling practices and plans, modern technology diffusion seemed to reflect national technology trends (Taylor 2010; Apple 2007) instead of unique characteristics to homeschool families.

The outcomes of a report released recently by Life Project and Pew Internet indicated that 93% of youth and 94% of parents in the U.S. are online present and extensively use the internet (Pappas, 2018). Early evidence has shown that homeschoolers might lead in adopting new technologies in comparison to other schooled children's parents. What indicates that the households of homeschools might have been equipped with various internet devices and computers before the households of schooled children is the variation in homeschoolers socio-economic profile, rather than attitude towards technology (Pappas, 2018). In consideration of

recent inequities demonstrated by the pandemic, technology has seemed to develop similar differences among homeschooled children based on socioeconomics.

Summary of Findings

This chapter described the results of the study. The data analysis of eighteen articles about homeschool usage of approach(es), and instructional technology integration were along with parental ranking the importance of reasons for choosing to homeschool, through the introduction, the results of the study were presented.

Next, the results from the analysis of the articles were presented in three tables for ease of comparison between articles and for verification of the findings. These findings were then divided into three main areas of inquiry: reasons for choosing to homeschool, the most used approaches, and instructional technology integration. It was established that religion and morality, the need to align personal values with environmental and societal values, and school violence and overcrowding were the primary rationales for homeschooling approaches. The most common technique used was classical education with cooperative schooling approach. And finally, there has been an increase seen between technology integration and homeschooling, especially in learn and practice approaches, due to the adoption and diffusion of modern technologies, and parents having perceived homeschooling as a good option for their families and children.

Chapter 5 - Discussion

Overview

The research conducted sought to find out the reasons why parents opted for homeschooling and what influenced their selection of homeschooling approaches and the integration of instructional technology with homeschooling. This chapter contains discussion on the importance of the study and highlights three factors: approaches of homeschooling selected by parents, reasons why guardians chose homeschooling, and instructional technology integration with homeschooling. Finally, this study notes research areas that can be studied in the future, including qualitative and quantitative research suggestions.

Discussion

There has been tremendous growth in the number of homeschoolers, homeschooling methods, and technological advantages. Therefore, this study's main agenda was to determine the reasons why parents opted for homeschooling and what are the approaches methods most technique used. Additionally, it aimed to investigate any form of relationship that might exist between the selections of a preferred method of homeschooling and integrating instructional technology.

In 2007, Isenberg justified a study on homeschooling, stating that it recorded the most accurate data, unlike statewide data that differs from various laws and regulations. On the other hand, according to Stewart and Neeley (2005), examining the demographics, reasons why parents choose homeschooling and its approaches, and enrolment randomly exists due to laws in various states and parental rights.

There are many homeschoolers, almost 2,400,000 of them, as stated by (Ray, 2011). Thus, this research was planned to identify the reasons as to why their parents chose the method of education, the association existing between the parents settling for homeschooling, and instructional technology integration.

In the past, most specifically the 1980s, homeschooling thrived since the parents had chosen it for enrolling their children. As a result of homeschooling, Jane Van Galen (1991) confirmed that ideologues and pedagogues, two groups termed as distinct, were transformed. According to Anthony and Burroughs (2010), other studies have claimed that pedagogical and ideological reasons were behind homeschooling.

This study sought to investigate why most parents opted for various homeschooling approaches and their reasons for this learning method. The results were that majority of the study articles opted for homeschooling due to matters of religion and besides that, most parents weighed between the need to align personal values with environmental and societal values, in addition to the hope to avoid school violence and rapidly overcrowding schools. Finally, the learner's physical and cognitive health complications were one of the recorded reasons for choosing to homeschool.

Classical education and cooperative schooling were the first and second most used approaches, respectively. The computer-based homeschooling approach came in as the third most ranked while the traditional school was the fourth most used approach. Finally, the least identified procedures were school-related umbrella as well as correspondence schools' organizations. As Milton (2020) suggested, and Pappas (2018) previously argued, homeschooling educators often required hands-on resources and non-standardized materials to

make the process successful. They further noted that online tools would be beneficial to help parents prepare content for homeschooling lessons.

Finally, the researched suggested a relationship between the growth in technology and the development of homeschooling movement (1998-2018), which led to greater access and awareness of various homeschooling approaches (Hanna, 2012). However, there has been little research in academia that perceives the homeschooling approach's parental selection and the use of instructional technology (Murphy 2012). Likewise, there has been a positive relationship seen between technology integration and homeschooling as learn or practice drill skills, the conducting of research and the use social networking websites were all seen as primary reasons to incorporate technology into homeschooling curricula (Glanzer, 2008; Valery, 2011). Due to the adoption and diffusion of modern technologies, parents have perceived homeschooling as a good option for their families and children.

Discussion of Data in Relation to Theoretical Framework

Homeschooling parents have a lot of factors influencing their lives, with each factor providing contextual affordances and constraints in the education of their children. For some parents, homeschooling is a way to achieve agency (Biesta & Tedder, 2006), or gain control, over the many variables of their lives, both constraints and affordances. The data from this content analysis demonstrated that early homeschooling parents achieved agency by homeschooling their children and based upon their ideological or pedagogical values. The decision to engage in homeschooling was based on the parents past experiences, as well as their intentions for their children. However, in the last 20 years, parents have chosen homeschooling to achieve agency for a variety of reasons, in addition to ideological and pedagogical values,

often related to logistical or social constraints that influence their lives. Technology, online learning opportunities, and more online content have also created new opportunities for parents to achieve agency through homeschooling. The parallel evolution of homeschooling and technology have given parents much more opportunity to have control over their and their children's lives. This is especially important for families who feel the public schools do not reinforce their values (e.g., religious or ethnic). Homeschooling thus seems to provide parents with compounding opportunities to influence their children's education.

The Importance of Research

The importance of the study lies in the empirical, practical, and theoretical aspects of its findings. The main aim of the study was to inquire about parents' motivational sources to choose the homeschooling process for their children. This study utilized a qualitative approach to fulfill the gap of literature in the field of homeschooling research. The study on the motivation of the parents for selecting homeschooling was ranged between the timeline of 2000- 2018. Only 30% of these studies were qualitative (Zhao et al. 2020). The less qualitative study in the field encouraged the researchers to have the qualitative study for the motivational factors of the parents in choosing the homeschooling method. This was to balance and complement the quantitative study results in the same topic.

This study also denoted the way that the parents teach their children at home. This was a crucial aspect of the homeschooling studies that needed to be addressed. This study highlighted the overlooked area of the sources of homeschooling approaches. According to Thorell et al. (2020), most of the studies focused on academic development or specific homeschooling reasons. But this study was based on the approaches of homeschooling in particular. The study

attempted to define the types of different homeschooling approaches. For example, the factors of home schooling can be cognitive. Again, the student might face meta cognitive challenges in the studies. Therefore, this study is significant in identifying the approaches and types of homeschooling studies.

According to Ray (2018), most African American, Latino, and Asian American parents prefer school-based education to protect their children from school-related racism. Incidents of racial bullying and violence against different races in America, some of which have resulted in students being shot, have discouraged many parents from taking their children to school. Studies have shown that different races of students are less likely to be endorsed for talented and progressive classes, and that they are likely to be deferred or detained for a crime they have not committed. Consequently, most parents prefer home-schooling their children (Ray, 2018). The study attempted to understand the racial-related reasons for homeschooling and assess further on the performance of the homeschooled children before broader conclusions could be drawn.

The study was crucial as it focused on how parents with mentally challenged children could be assisted to cope with their mental and emotional wellbeing. The study focused on the approaches that parents are using at home to make certain therapies and coping skills while choosing the best medical strategy to help their children cope and grow academically (Baker, 2019). Previous studies suggested that children with learning disabilities do not thrive or benefit well from public education due to the limited resources and time for studies. The study highlighted the overlooked areas of teaching children with disabilities in public schools and the need for better-specialized care.

Additionally, the study focused on the different approaches that are used by most African American, Latino, and Asian American parents in homeschooling their children. It focused on the use of the non-traditional educational alternatives in which the African American, Latino, and Asian American parents chose as a way of exercising their freedom collectively as a family. Additionally, the study assessed the different approaches used in the homeschooling system including the un-schooling method, school-at-home, unit studies, and eclectic education which is the most common one (Bran, 2017). Therefore, the study is crucial in assessing the best homeschooling method to educate the children.

According to Ray (2018), homeschooling is growing at a very high rate resulting in the production of more learning resources. Although there are many resources, choosing the best curriculum for use for a child is not easy (Fontenelle-Tereshchuk, 2021). The study, therefore, tried to assess the best curriculum for use by the homeschooling children. The choice of the curriculum needs to be based on the child, parents, and situation at hand. The study focused on the use of the most popular online materials for homeschooling and their efficiency in teaching. Some of the materials to focus on are the use of switched-on schoolhouses, time 4 learning, classical conversations, and the Abeka Homeschool curriculum (Apple, 2020).

Lastly, this study was useful in understanding home schooling and its approaches to the pandemic situation. There is a need for studies on how the parents are coping with the COVID-19 situation when dealing with their children's studies. Moreover, the negative consequences of the additional COVID-19 waves and their effect on homeschooling were also analyzed in this study. Interest in homeschooling is continuously increasing in the low-income races. Therefore, research needs to be done to ascertain the reason why most of them are opting for this system

instead of the conventional educational program and institution. Research needs to be done on what went wrong in the public system that made many prefer homeschooling.

Chapter 6 - Conclusion

This study aimed at answering three main research questions. The first question sought to understand the reasons parents chose homeschooling and the second question focused on the most used approaches in homeschooling practice. The study concluded that religion and morality, the need to align personal values with environmental and societal values, and school violence and overcrowding were the primary reasons for homeschooling and that classical education with cooperative schooling approach was the leading method used, computer-based homeschooling the second and correspondence schools as the least used. These three approaches presented significant reasons as to why parents chose to homeschool.

The third research question in this study examined the connection between the growth in technology and the development of homeschooling movement (1998-2018), which led to the greater access and awareness of various homeschooling approaches worldwide (Milton, 2020). However, to date, there has been little research in academia that examined the connection between parents' choice of the homeschooling approach and the use of instructional technology (Murphy 2012). This study has shown that there is a positive relationship seen between technology integration and homeschooling and that the use of learn and practice drills, the conducting of research and use of social networking websites were the primary reasons to use technology (Glanzer, 2008; Valery, 2011). Due to the adoption and diffusion of modern technologies, parents seem to have perceived homeschooling as a good option for their families and children.

To conclude, through this study, new information was gathered regarding integrating instructional technology and the movement to have children learn from their respective homes. Therefore, this research study significantly contributes to the existing academic literature on the

topic. The study is rich in information that can benefit the current and aspiring homeschoolers by explaining the curriculum amount and available homeschooling opportunities. Finally, designed curriculums, standardized testing, and technology opportunities are better-positioned approaches in public and private homeschools to determine the impact of services on homeschooling children.

Future Research

Though several research pieces show an appreciation in the homeschooling approach of education in America and other countries, researchers need to carry further studies on the developing homeschooling methods. Other than that, there is a need for research to examine and identify the various homeschooler groups termed distinctly, such as the ideologues, pedagogues, and the expressed misunderstandings regarding these groups relating to the selection of homeschooling methods.

In addition to the logical development of home-schooled children, it will also be important to evaluate the parents' educational level, income level, housing indicators and other indicators of wealth and status that may influence their homeschooling decisions. In view of the limited research on the effectiveness of homeschool students with disabilities and physical disabilities, in particular, there is a need for more studies on the effects of home education on academic and social life and the quality of life of students with disabilities. Also, empirical research on gifted students in homeschooling will be greatly beneficial.

Moreover, research will also be essential in determining the appropriate age of the homeschooling learners concerning the selected approach, technological devices used, and the issues associated with integrating instructional technology into the homeschool curricula.

Researchers must engage themselves more in experimental and longitudinal quantitative research and use specified individual scenarios of integrated technologies used in didactic education and homeschooling methods. This qualitative research would be of great significance in describing various homeschooling approaches using technological tools and the integration of instructional technology that fit an individual homeschooler.

However, it was essential to note how modern technology systems such as the rapid growth of the internet and social networks might impact the development of an enlarging populace of homeschooling students worldwide. Learners' organization in homework and independent learning along with the presence of reliable educators may be a way for more profound and more significant teaching to occur. James Paul Gee (2013) upheld high-tech and its capacity to carry self-esteem and activity to millions. Gee claimed that playing around and taking care of issues with others worldwide is the establishment of a self-governing society. Additionally, Gee argued that looking past mainstream gaming with technology, utilizing computerized instruments or technology ought to be a trial "for what a true education should be in the twenty-first century and what we should expect from digital media and technology" (p. 214).

Some studies demonstrated that high-tech ways to deal with instructing and educating requests to guardians who are disappointed with the educational presentation of traditional learning institutes and guardians who are satisfied with utilizing technology see that they can give quality training to their kids at home. Meanwhile, some instructors may feel insulted by guardians who figure they can train their kids well compared to a qualified educator; home instructors bring up comparative issues and have genuine concerns about whether educators who are following moving orders and ongoing changes to the educational program are putting

the necessities of kids first. Most home instructors may not be guaranteed educators, yet proof, from learners, test marks to public contribution (Collins & Halverson, 2010; HSLDA 2018; Ray, 2016), recommends that numerous self-teaching guardians are purposeful in finding the entire educational system and guidance to give sufficient schooling to their kids.

Discoveries recommend that some home instructors also think about the child's well-being in schooling. Guardians assess the technology, control its utilization, and regularly style learning with the technology family as an entire activity. Apprehensions emerge as a center, and high society families keep their kids out of traditional learning institutions that an increment in the chance may succeed. The fact demonstrates that self-taught kids are acquiring enhanced teaching through value educational programs, connecting with teaching in a proper background, taking into account how government-funded learning institutions may offer such types of assistance is judicious. What can government-funded learning institutions suggest to prevent families from departing the educational system? If the fundamental reasons are disappointment with academics, hostile background, and a longing to give nontraditional schooling, maybe a miniature advancement of a centuries-old training framework merits investigating in more complexity.

A further study exploring discrete insights of instructing with high-tech in government-funded learning institutions would permit teachers, in customary and home learning institutions, to acquire an extra extensive perspective on technology usage for instructive reasons. As a result of an absence of research on homeschooling and gender, it is incomprehensible whether fathers and mothers commit more opportunities to the learning institutions of their kids. As family socioeconomics are varying, self-teaching might likewise be varying where more moms are occupied all day.

This may imply that a few moms are endeavoring to turn into "supermoms," expecting both provider and instructor jobs. It might likewise be that other dads are partaking in the obligation regarding home instructing their kids.

To conclude, through this study, new information was gathered regarding integrating instructional technology by children learning from home. Therefore, this research study will significantly contribute to the existing academic literature on the topic. The study is rich in information that can benefit the current and aspiring homeschoolers by explaining the curriculum amount and available homeschooling opportunities. Finally, designed curriculums, standardized testing, and technology opportunities are better-positioned approaches in public and private homeschools to determine the impact of services on homeschooling children.

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Appendix A - Permission

Re: Permission



Dear Dr. Dixon

I am a doctoral student from KSU writing my dissertation titled Reasons for Choosing Homeschooling, and the Approaches most used. I would like your permission to use the coding scheme instrument in my research study. I look forward to hearing from you soon

,Sincerely
Sameer

...

New Message ↓



Sameer

You have my permission to use coding scheme.

Best wishes

Dixon

Appendix B - Instrument Format for Textual Analysis

Coding Scheme: Themes

- School Violence (SV)
- School Overcrowding (SO)
- Religion and Morality (RM)
- Environmental and Societal Values (ESV)
- Mental and Physical Conditions (MPC)
- Pandemic COVID-19 (P19)
- Racism (RAC)
- Classical Education (CE)
- Cooperative Schooling Approach (CSA)
- Computer-Based Homeschooling (CBH)
- The Traditional Method (TM)
- The Public and Private Approach (PPA)
- The Correspondence Schools (CS)
- School-Related Approaches (SRA)
- Learn or Practice Skills (LPS)
- Conduct Research (CR)
- Contribute to Blogs and/or Wikis (CB)
- Use of Social Networking Websites (UNW)

Appendix C - Instrument Format for Textual Analysis and Results

<i>Themes</i>	<i>Place check mark when observed</i>	<i>Location of theme in text (page and paragraph)</i>