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**FACTORS WHICH CAUSE FAMILIES
TO HOME SCHOOL THEIR CHILDREN
IN NORTHEAST TENNESSEE**

A Dissertation

Presented to

**the Faculty of the Department of
Educational Leadership and Policy Analysis
East Tennessee State University**

In Partial Fulfillment

of the Requirements for the Degree

Doctor of Education

by

Tony Gray England

December 1998

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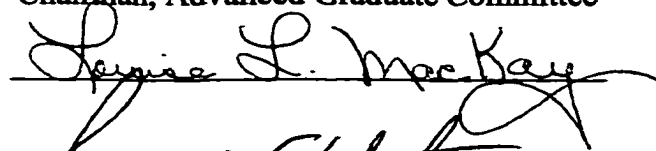
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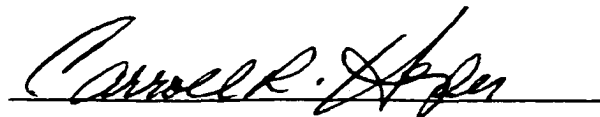
The committee read and examined his dissertation, supervised his defense of it in an oral examination, and decided to recommend his study be submitted to the Graduate Council, in partial fulfillment of the requirements for the degree Doctor of Education in Educational Leadership.



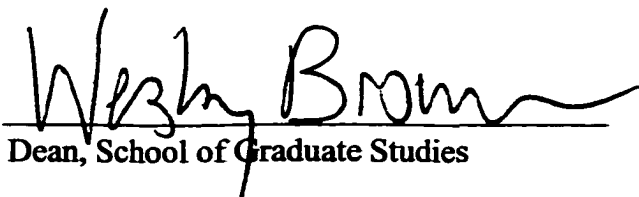
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the Graduate Council**


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ABSTRACT

FACTORS WHICH CAUSE FAMILIES TO HOME SCHOOL THEIR CHILDREN IN NORTHEAST TENNESSEE

by

Tony Gray England

The problem which this researcher investigated centered around the motivational factors which caused parents to educate their children at home. The purpose of this study was to assess the factors as perceived to cause families to home school their children. This study of home school education offered the opportunity to examine the dynamics within home schooling families as they conducted a non-traditional educational alternative. The study may provide information and insight to assist public school policy makers in considering inclusion of program components presently perceived as missing.

Two home school associations in upper East Tennessee responded to a home school questionnaire. The data from the questionnaire presented a demographic overview of home school families and indicated the motivational factors for home schooling as opposed to enrollment in public schools. Six research questions were answered, and twelve hypotheses were tested using the Chi Square Test of Independence. The Chi Square Analysis revealed a statistically significant relationship between the academic achievement in math of home school children and the types of curriculums used by parents. The Chi Square Analysis revealed no statistically significant relationship between the academic achievement of home school children and the types of group activities used by parents, and the hindrance of current state home school laws

The results indicate that parents chose to home school their children because they felt it was the responsibility of parents to provide a child's education, and to control the moral environment of the child. Public school system personnel should make an effort to acquire information from registered home school families as to the causes and reasons families are opting to leave public education.

Chair : Dr. Donn Gresso

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I reviewed the above-referenced study and find that it qualifies as exempt from coverage under the federal guidelines for the protection of human subjects as referenced as Title 45--Part 46.101. If you feel it is necessary to call further IRB attention to any aspects of this project, please refer to the above-titled project and IRB number. I appreciate your bringing this project before the IRB for its concurrence of exempt status.

Sincerely,

David N. Walters, M.D., IRB Chair

DEDICATION

In memory of my caring father, Elmer Gray England.

**In honor of my loving wife, Linda Sue , my mother, Eudelle England, and
my children, Tony Scott and Kellye.**

ACKNOWLEDGMENTS

Appreciation is expressed to those who have contributed encouragement and support during the completion of this dissertation. I wish to express my appreciation to all four members of my advanced graduate committee; Dr. Donn Gresso, Chairman, Dr. Russell West, Dr. Louise MacKay, and Dr. Carroll Hyder.

It is my hope that this accomplishment will serve to encourage my own children, Tony Scott and Kellye, and six grandchildren, toward the highest level of their own educational development. To my wife, Linda, I express the most heartfelt thanks for her love, support, understanding, and faithful encouragement. I am grateful for the East Tennessee State University educational leadership and policy analysis departmental staff for permitting me to share in the Cohort experience. I have appreciated the lasting friendships I have made.

TABLE OF CONTENTS

	Page
APPROVAL	ii
ABSTRACT	iii
INSTITUTIONAL REVIEW BOARD APPROVAL	iv
DEDICATION	v
ACKNOWLEDGMENTS	vi
LIST OF TABLES	xi
Chapter	
1. INTRODUCTION	1
Statement of the Problem	6
Purpose of Study	6
Research Questions	7
Null Hypotheses	8
Significance of the Study	9
Limitations	9
Summary	9
2. REVIEW OF THE LITERATURE	10
Overview	10
History of Home School Education	10

Chapter	Page
	Demographic Overview17
	Reasons For Home School Education22
	Home School Guidelines and Regulations32
	Reasons For Home School Failure50
	Summary50
3.	METHODOLOGY52
	Introduction52
	Research Methodology and Design52
	Population53
	Instrument53
	Data Collection54
	Data Analysis55
	Research Questions55
	Null Hypotheses55
	Summary57
4.	FINDINGS AND DATA ANALYSIS58
	Introduction58
	Findings Related to Research Questions And Null Hypotheses58
	Research Question 1 Demographic Data58

Chapter	Page
Research Question 2 Legal Matters	64
Research Question 3 Post High School	65
Research Question 4 Academic Achievement	66
Research Question 5 Academic Relationships	68
Null Hypothesis 1	68
Null Hypothesis 2	69
Null Hypothesis 3	69
Null Hypothesis 4	69
Null Hypothesis 5	70
Null Hypothesis 6	71
Null Hypothesis 7	71
Null Hypothesis 8	71
Null Hypothesis 9	72
Null Hypothesis 10	72
Null Hypothesis 11	72
Null Hypothesis 12	75
Research Question 6	75
Summary	80
5. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS	83

Chapter	Page
Summary	83
Conclusions	84
Recommendations	86
REFERENCES	88
APPENDICES	
A. Cover Letter For Survey	94
B. Home School Survey	96
VITA	102

LIST OF TABLES

Table	Page
1. GENDER, MARITAL STATUS, AGE OF MOTHER, AND AGE OF FATHER	59
2. RACIAL/ETHNIC BACKGROUND OF THE MOTHER AND FATHER OF HOME SCHOOL FAMILIES	60
3. EDUCATIONAL LEVEL ACHIEVED BY MOTHER AND FATHER OF HOME SCHOOL FAMILIES	61
4. OCCUPATIONAL CATEGORIES OF HOME SCHOOLING MOTHERS AND FATHERS	62
5. REPORTED COMBINED INCOME RANGE OF HOME SCHOOLING FAMILIES	63
6. GEOGRAPHICAL AREA OF RESIDENCE FOR HOME SCHOOLING FAMILIES	64
7. INVOLVEMENT IN LEGAL MATTERS CONCERNING HOME SCHOOLING	65
8. NUMBER OF HOME SCHOOL FAMILIES INDICATING CHILDREN TOOK ACHIEVEMENT TESTS	66
9. STANDARDIZED ACHIEVEMENT TESTS SCORES FOR MATH, LANGUAGE ARTS, SCIENCE, AND SOCIAL STUDIES AS REPORTED BY HOME SCHOOLING FAMILIES	67
10. RELATIONSHIP BETWEEN ACADEMIC ACHIEVEMENT OF HOME SCHOOLED CHILDREN AND THE TYPE OF CURRICULUM/MATERIALS IMPLEMENTED	70
11. RELATIONSHIP BETWEEN ACADEMIC ACHIEVEMENT OF HOME SCHOOLED CHILDREN AND THE TYPE OF ORGANIZED ACTIVITIES USED	73

Table	Page
12. RELATIONSHIP BETWEEN ACADEMIC ACHIEVEMENT OF HOME SCHOOLED CHILDREN AND IF CURRENT STATE HOME SCHOOL LAWS HINDER HOME SCHOOLING PRACTICES	74
13. HOME SCHOOL FAMILIES' EDUCATIONAL CHOICE BY THE USE OF A STATE VOUCHER AND WILLINGNESS TO ACCEPT STATE MONIES TO HOME SCHOOL THEIR CHILDREN	76
14. CHANGES VIEWED AS NECESSARY IN PUBLIC EDUCATION BY HOME SCHOOL FAMILIES BEFORE CONSIDERING ENTERING THEIR CHILDREN IN PUBLIC SCHOOLS	77
15. FIRST CHOICE OF REASONS TO HOME SCHOOL THEIR CHILDREN AS OPPOSED TO ENTERING CHILDREN IN PUBLIC, CHURCH-RELATED, OR PRIVATE SCHOOLS	78
16. THE GENDER AND NUMBER OF CHILDREN CURRENTLY BEING HOME SCHOOLED BY PARTICIPATING FAMILIES IN THE RESEARCH STUDY	79
17. THE NUMBER OF HOME SCHOOL FAMILIES WITH CHILDREN CURRENTLY ENROLLED IN A PUBLIC, PRIVATE, OR CHURCH-RELATED SCHOOL.....	79
18. TYPE OF CURRICULUM/MATERIALS AND ORGANIZED ACTIVITIES USED BY HOME SCHOOL FAMILIES TO EDUCATE THEIR CHILDREN	80

CHAPTER 1

INTRODUCTION

"The child is not the mere creation of the state; those who nurture him and direct his destiny have the right, coupled with the high duty, to recognize and prepare him for additional obligations."

**U.S. Supreme Court,
Pierce v. Society of Sisters,
268 U.S. 510, 1925**

Home schooling is spreading throughout America as an educational practice. Although this was a rare practice fifteen years ago, many parents are now abandoning public schools and educating children at home. In the past ten years there has been a surprising increase in, and commitment to, home schooling. In 1991, Patricia Lines, a policy analyst for the U.S. Department of Education, estimated there were between 350,000 and 500,000 home-schooled children in the United States, and inferred the number of home schooled students in the early seventies was recorded to be 15,000. Public school officials, state legislators, and professional educators have taken notice of the presence of these home-schooling families. Allis (1990) reported that 500,000 children are being schooled at home, a tenfold increase in a decade. Although data concerning the extent and effectiveness of home instruction are generally questionable, there is no doubt that in recent years states have, by legislation or regulation, widened the exemption and lowered the educational requirements of individuals conducting home

school education. This departure has raised questions concerning who holds responsibility for providing education, and who is accountable for insuring quality education.

(Rakestraw & Rakestraw, 1990)

Home schooling has a foundation in American history and has developed a legal foundation in most states. Even so, many observers remain skeptical about home schooling. There is a question about parents having the ability to meet all the needs of their children in the home setting. Public schools are faced with conceding that parents are ultimately responsible and accountable for the education of their children.

Although states have had reasonable and obvious interest in education, advocates of home schooling have regarded their parental freedom to educate as a Constitutional right, a moral duty and, for some, a Biblical command. With their opinions concerning educational philosophy, curriculum, socialization, institutionalization of children, and teacher qualifications usually at variance with public school practices, home educators have felt their decisions to home-school a matter of conscience. (Rakestraw, 1990, p.68)

Schooling in the home has a rich historical past. During America's colonial and early national periods, home schooling was commonplace and, as a matter of fact, a predominant form of education. The primary responsibility for education clearly rested with parents. Although the Constitution of the United States addressed a wide range of powers, limitations, and duties, it did not expressly mention education. It was only after the passing in 1791 of the Tenth Amendment in the Bill of Rights that education became a function of the states. At that point, the states were empowered to provide education, but schooling still was not universal, compulsory, or tax supported. Although state-sponsored

"charity schools" were established to provide formal schooling locally to those in need, American education remained a private and religious effort until the late 1800's. In 1890, more than 75 percent of American children attended school in rural areas. As late as 1913, 50 percent of American school children were enrolled in 212,000 one-room schools. Many of these schools enrolled children from only four or five families. Parents looked upon the school as an extension of the family and community educational preferences rather than an instrument of state authority and , therefore, at least potentially responsive to their desires. It is likely some parents were simply pleased to have the public school relieve them of part of what they perceived to be the arduous task of raising their children. (Carper, 1992, p.255)

Rakestraw (1990) stated that during the 19th century, the state's interest in education grew. Universal public education was the means by which individual liberty and a democratic state would be guaranteed. The interests and goals of the state, in contrast with those of the church were considered to be representative of the people. The purposes of the state, namely, to promote cultural, economic, and social equality, gradually superseded the purposes of the church in American education. After the Civil War, the majority of states passed legislation providing free public education. Even though the concept of public education had been slow to gain acceptance, every state established public schools by the early 1900's. The presumption of family responsibility and control remained, and parents could use the "right of excusal" to have their children excused from any objectionable course or programs of study. Parents believed schools should conform to their values and reinforce their authority, while preparing their children

for success in American society. Public education was regarded as a service to families, "an opportunity to which children were entitled, not as a requirement to be imposed".

The free educational opportunities offered by public schools were not always accepted. Indifferent parents, inadequate school facilities, rejection of a regimented school setting by children, opportunities for child labor, and the generally low standard of living—all worked against the efforts of public education. In due time, the problems of child neglect and exploitation prompted the passage of compulsory school attendance laws and child labor laws. By 1918 every state had a compulsory attendance law in effect, and the relationship between families and schools changed. The focus of responsibility had shifted from the family to the institutionalized school operated by the state. Since schools were responsive to group, rather than individual demands, various social groups began to battle over whose values, pedagogy, and world view should be adopted by public schools. This created a problem for parents who, while accepting the idea of public education itself, perhaps did not realize that public education, when mandated by compulsory attendance laws, would usurp their rights over their children's education. By yielding to state compulsory attendance laws, parents found themselves increasingly removed from the responsibility for their children's education. In addition, the socialization of children in the school was a major emphasis of compulsory education, as it provided a powerful means of political control.

When Sputnik was launched by the Soviet Union in 1957, the event shocked the American public and its educational system. The satellite undermined the American people's confidence in their educational and technological superiority, as well as their

sense of national security. Fear and survival became the motive for change. The attitudes and emotions thus provoked during the late 1950's greatly affected educational policies and created an era of self-inspection, criticism, and disequilibrium. Many of the educational innovations and practices of the present can be traced to this period. Parents began to withdraw their children from public schools and initiated the contemporary home education movement. Since the 1960's, skepticism has continued to increase over how acceptable and even necessary public education is to the education and socialization of children and to the maintenance of American democracy. The renewed interest in home schooling has been an outgrowth of this sentiment.

James Abernathy (1998) of the Tennessee State Department of Education reported that 3,583 children were registered for home schooling through Tennessee public school systems for the 1997-98 school year. Data from the Department of Education clearly notes the increase of home-schooled children. Home education statistics indicate the number of registered families home schooling through public schools have doubled in the past ten years. This does not include the large number of families that are currently enrolled with private or church related organizations. Public school law does not mandate these organizations report the number of registered families that use religious themed curriculums for the education of their children.

Ron Scarlotta, president of the Tennessee Association of Church Related Schools, stated the organization currently has 16,000 students enrolled for the 1996-97 school year. In 1986 the association had only 2,000 students registered. Mr. Scarlotta estimated that as many as 1,000 students may have "fallen through the cracks" and are not enrolled with

any system, but are active in home education.

The Tennessee State Department of Education student statistical summary reports public schools had a net enrollment of 923,673 students for the 1995-96 school year. Home school students comprised 2% of the school age children in the state of Tennessee.

Statement of the Problem

Home education has attracted little attention in professional educational literature. Empirical research has been limited to demographic and attitudinal surveys and several case studies of daily routines of individual home schools. Other references to home schooling in educational literature have been journalistic-style descriptive reports of the growth of home school education and ideologically grounded arguments for and against home instruction. Little is known about the motivations of the parents who choose to educate their own children. A localized study could reveal motivational characteristics that might be generalized to the entire home school population of the state of Tennessee. Improved communication will enhance the ultimate goal, a learned citizenry.

Purpose of the Study

The purpose of this study is to assess the factors that are perceived to cause families to home school their children. A study of home education offers the opportunity to examine the dynamics within home-schooling families as they conduct a non-traditional educational alternative. The study will provide information concerning the motivational factors of parents who have rejected public school education and have chosen instead to take the education of their children under their own control. The study may provide information and insight to assist public school policy makers in considering inclusion of

program components presently perceived as missing.

Research Questions:

Parents of children being home schooled have voiced concerns of public education attempting to educate all children with the same identified outcomes, regardless of the child or parents' educational desires. Parents are indicating an increased interest to take a more active role in the future education of their children through home schooling. Many parents believe home education provides a safe and secure environment, free of peer pressure, which allows their children to focus on specific educational values. Parents have challenged public school systems with religious issues and state laws to obtain the right to take an active educational role in the lives of their children.

1. What are the demographic and educational characteristics of home school families?
2. To what extent have home school families been engaged in legal matters regarding the fact that they are involved in home schooling?
3. What are the post-high school characteristics of students who are home schooled?
4. What are the academic achievement outcomes of students who are home schooled?
5. Is the academic achievement of home schooled children directly related to the selected curriculum and organized activities used by parents, and the status of home school laws in Tennessee?
6. To what extent are parents satisfied with the educational opportunities offered by public education versus home school education?

The following hypotheses, stated in the null form, will be tested to the .05 level of

significance.

Null Hypotheses

- Ho1. There will be no significant relationship between math achievement and the type of curriculum/materials implemented by home schooling parents.
- Ho2. There will be no significant relationship between language arts achievement and the type of curriculum/materials implemented by home schooling parents.
- Ho3. There will be no significant relationship between science achievement and the type of curriculum/materials implemented by home schooling parents.
- Ho4. There will be no significant relationship between social studies achievement and the type of curriculum/materials implemented by home schooling parents.
- Ho5. There will be no significant relationship between math achievement and organized activities used by home schooling parents.
- Ho6. There will be no significant relationship between language arts achievement and organized activities used by home schooling parents.
- Ho7. There will be no significant relationship between science achievement and organized activities used by home schooling parents.
- Ho8. There will be no significant relationship between social studies achievement and organized activities used by home schooling parents.
- Ho9. There will be no significant relationship between math achievement and the status of home school laws in Tennessee.
- Ho10. There will be no significant relationship between language arts achievement and the status of home school laws in Tennessee.

Ho11. There will be no significant relationship between science achievement and the status of home school laws in Tennessee.

Ho12. There will be no significant relationship between social studies achievement and the status of home school laws in Tennessee.

Significance of the Study

Information supplied by the Tennessee State Department of Education indicates the home school movement has doubled enrollment within the past ten years. This fact is in line with the national trend for the past ten years. A research study of home school education in Upper East Tennessee may provide local school systems pertinent information and causes for the flight of students from public education.

Limitations

Home-school education is a very private matter to many families, and hesitation may exist in sharing "real" information with public institutions.

Summary

Today, home schooling families are questioning assumptions about education that have their roots in this period of history. In claiming the right to teach their own children, parents are questioning the assumption that others know what is best for their children. They argue that professional training is not necessary for teaching one's own children, and they question whether education should serve economic, rather than more personal interests.

CHAPTER 2

REVIEW OF LITERATURE

Overview

A review of the literature and related research in the area of home school education was the initial step in this study. The review was subdivided into sections based on the identified motives and reasons for families to home school their children versus placing them in public schools.

History of Home School Education

An examination of some of the standard histories of American education suggests that we have not paid sufficient attention to the history of families as educators in general and home schooling in particular. Cubberley's (1934) classic, Public Education in the United States, does not mention the family as an educational entity, let alone home schooling. There are reasons for this oversight. Bailyn (1960) pointed out in his seminal work Education in the Forming of American Society, early educational historians equated education with schooling. Thus, their histories of education were basically paeans to the expansion of public schooling. Unless they failed to send their children to school regularly or otherwise thwarted educational reformers' plans, parents were not key actors in these educational sagas.

Bailyn's work sparked a flurry of revisionism in American education history. "Radical revisionists" attacked the triumphal histories of Cubberley and his colleagues, while "culturists" adopted a broad definition of education which led them to examine a variety of institutions that teach propositions, skills and dispositions of thought, behavior,

and appreciation.

Like many contemporary social historians, Cremin devoted considerable attention to the seventeenth and eighteenth centuries. But like religion in American life, the family as a teaching institution receives less attention thereafter. Cremin's multi-volume history of education in the United States is a case in point. In each volume he examines the household as a teaching institution. As historian Jan Lewis (1989) observes, in the first volume that covers the colonial period, 1607-1783, "Cremin devotes no fewer than 14 pages to the substance of family education. The second volume covering the period, 1783-1876, allots only two pages....In the final volume-1876-1980- Cremin cites only three sources for the role of family as educator.... One would think, therefore, that the family ceased to engage in formal instruction after the late 1700's." (pp. 124-125)

Historians' preoccupation with the colonial household is, of course, understandable. Simply put, the family was society's primary economic and social unit throughout most of the period. As historian Steven Mintz and anthropologist Susan Kellogg (1988), argue: Three centuries ago the American family was the fundamental economic, educational, political, social, and religious unit of society. The family, not the isolated individual, was the unit of which church and state were made. The household was not only the focus of production, it was also the institution primarily responsible for the education of children, the transfer of craft skills, and the care of the elderly and infirm. In general, seventeenth and eighteenth century parents-particularly the father- bore the primary responsibility for teaching their children (and often those from other families) Christian doctrine, vocational skills, how to read, and to a lesser extent, write and figure

(Cremin, 1970; Demos, 1986). That responsibility was not always carried out either equally or effectively. As Lewis (1989) points out: "The effectiveness of home schooling varied depending particularly upon region and gender; literacy was much higher in the North than the South, and for males than for females" (p.126); (see also Lockridge, 1974).

Institutional schooling in colonial America was of secondary importance and bore scant resemblance to modern public education in either structure or function. It was unsystematic, unregulated, discontinuous, noncompulsory, uncontroversial, and marked by considerable diversity of sponsorship. Occupational choice, excepting the ministry and law, was not closely linked to extended schooling. Furthermore, schools were not primary agencies for moral and social training. Colonial schools, like churches, were to assist parents in the education of the young. They were to complement rather than replace parental educational efforts in the home (Cremin, 1970, Kaestle, 1973).

Toward the end of the colonial era the family began to lose its position as American society's most important economic and social unit. The slow shift of family functions, including education, to non-familial institutions occurred initially in the settled areas of the eastern seaboard.

According to Mintz and Kellogg (1988), by the middle of the eighteenth century, a variety of specialized institutions had begun to absorb traditional familial responsibility. To reduce the cost of caring for widows, orphans, the destitute, and the mentally ill, cities began to erect almshouses instead of having such people cared for in their own homes or homes of others. Free schools and common pay schools educated a growing number of the sons of artisans and skilled labors. Workshops increasingly replaced individual

households as centers of production.

Since that time, Americans have continued to establish a number of institutions, such as offices, factories, hospitals, public schools, prisons, reformatories, and child care facilities, that perform the social, educational, and economic functions that once were carried out by the family.

As noted earlier, historians of American education have to date paid relatively little attention to the educational role of the household outside the colonial era, excepting its "socialization" function in the nineteenth and twentieth centuries. This neglect is due not only to the decline of literacy and religious instruction in the household and the migration of the father's (and later the mother's) work to non-familial institutions, but, more importantly, the shift of family instructional responsibilities to the school. Even prior to the common school reform movement of the middle decades of the nineteenth century, an increasing number of parents sent their children to school to learn to read, write, and cipher. During the 1830's and 1840's, some enthusiastic New England parents even sent their three years old to school (Kaestle, 1973).

Despite conflicts with school authorities regarding educational and disciplinary matters, nineteenth century parents, unlike most of their colonial counterparts, relied increasingly on schools the vast majority of which were public by 1870, to teach their children the three R's and morals. By 1890, about 86 percent of children ages five to fourteen were enrolled in public elementary schools, while private schools may have accounted for another 11 percent (Wattenberg, 1976). Why did most parents turn their children over to the public schools? Why did they give up some of their educational

prerogatives? First, parents sent their children to school, usually of their own volition, because they believed that schooling offered status and opportunity for economic advancement. In other words, there was a "pay-off" for relinquishing some parental authority (Kaestle, 1973). Second, with several notable exceptions, e.g., the establishment of state and county superintendencies, nineteenth century public education was intensely localistic. In 1890, for example, better than 75 percent of American children attended school in rural areas. Even as late as 1913, around 50 percent of American school children were enrolled in 212,000 one-room schools (Cuban, 1984). Many of these schools enrolled children from only four or five families. Thus, parents looked upon the school as an extension of family and community educational preferences rather than an instrument of state authority and, therefore, at least potentially responsive to their desires. Finally, it is likely that some parents were simply pleased to have the public school relieve them of part of what they perceived to be the arduous task of raising their children.

Of course not all 19th century parents shared in the often tension-filled consensus regarding common schooling. There was dissent regarding curriculum, structure, and the belief system embodied in the common school much as there is today. Among others, Roman Catholics, Lutherans, and Reformed Protestants established alternative schools in order to maintain tightly knit communities in which the family, church, and school propagated the same world view (Carper, 1992). For economic, ideological, or pedagogical reasons some children were schooled to a greater or lesser extent at home. It was argued that during the better part of the nineteenth century, literature on "domestic" or "fireside" education was widely available to those interested in the "family school"

movement. How many children were instructed at home by either parents or relatives is not known. Several we know much about. For example, well known figures who were taught by their parents include Thomas A. Edison, who was instructed at home after school officials labeled him "addled"; Jane Addams, who received most of her pre-collegiate formal education at home due to poor health; Andrew Taylor Still, a colleague of abolitionist John Brown and founder of osteopathic medicine, who was largely educated by his father, and Alexander Campbell, founder of the Disciples of Christ, who received part of his education from his father (Moore, 1985).

Though compulsory, extended schooling has increasingly become the norm for twentieth century American children, the last two decades have witnessed a small but growing number of families that have chosen to reduce the number of years their children spend in non-familial educational institutions. Disturbed by the secularistic world view transmitted by the public school, the robust youth culture within its walls, and/or unacceptable pedagogical practices, as well as a strong desire to reassert parental educational prerogatives in the face of what appears to them to be ever-expanding state educational authority, these families have brought or kept their children home. (Van Galen and Pitman, 1991). In doing so, they have frequently by-passed private school alternatives. In fact, some parents have removed their children from private as well as public schools. Why private schools have been shunned remains an open question. Cost and disillusionment with schools in general are certainly plausible factors.

The United States Supreme Court has not explicitly ruled on home schooling, but it did rule against compulsory school requirements in the 1972 Wisconsin v. Yoder case,

with a limited decision involving the Amish. It also upheld the right of parents to direct the education of their own children (Buchanan, 1987).

In the 1970's, other families opted for home schooling, despite easy access to schools. In the early stages of this contemporary movement, most were pursuing a philosophy of child-led learning, as articulated by writers and educators such as John Holt. Later, many families with strong religious convictions also turned to home schooling.

Erwin Johanningmeier (1980) stated that many Americans questioned the appropriateness and effectiveness of school socialization and, from the beginning, public education has been challenged and pressured to reform. In the more recent past, when Sputnik was launched by the Soviet Union in 1957, the event shocked the American public and its educational system. The satellite undermined the American people's confidence in their educational and technological superiority, as well as their sense of national security. Fear and survival became motives for change. The attitudes and emotions thus provoked during the late 1950's greatly affected educational policies and created an era of self-inspection, criticism, and disequilibrium. Many of the educational innovations and practices of the present can be traced to this period. Not only were alternative public schools established to counteract the growth of private schools, but some parents withdrew their children from traditional schools and initiated the contemporary home education movement. Since the 1960's, skepticism has continued to increase over how acceptable and even necessary public education is to the education and socialization of children and to the maintenance of American democracy. The renewed interest in home schooling has been an outgrowth of this sentiment.

Demographic Overview

As dissatisfaction with public schools mounts, home schooling is gaining in popularity. The state of Michigan in the summer of 1996 was the last holdout to concede that home schooling parents have the right to teach their children without teacher certification. Over the past decade, home schooling has been made legal in all 50 states. With policy shift still in its infancy, some states and local school districts are beginning to give home schooled children access to public school facilities and activities such as clubs, bands and even athletics. The long held hostility of many public school officials, the National Education Association and others toward home schoolers lingers, and clashes between home schooling parents and government school agents are on the rise in some jurisdictions.

Christopher J. Klicka, executive director of the National Center for Home Education and senior counsel with the Home School Legal Defense Association (HSLDA), stated the battle is now over the right to be free from certain regulations, and over how much can be regulated, rather than the right to exist. The HSLDA data indicates the number of home schoolers has grown by 25 percent a year for the past two years and is now between 900,000 and 1.2 million. The U.S. Department of Education puts the number at 600,000 but concedes that is probably the "tip of the iceberg." Relatively few states keep records, and even in the ones that do it's impossible to know the exact number because many families don't report to school districts (Zakariya, 1988).

Lines (1991) reported that on any given day, roughly half a million school-aged children are probably learning outside of the classroom. They make up about 1 percent of

the total school-aged population and almost 10 percent of the privately schooled population. This estimate assumes modest growth since the fall of 1990, when data were collected from three independent sources—those state education agencies (SEAs) that have data; distributors of popular curricular packages; and memberships of supportive associations. Since each source represents the tip of an iceberg, upward adjustments were made based on surveys of home-schooling groups. Because many children are home schooled for only a few years, the percentage of children who reach age 18 with some home schooling experience will be larger than 1 percent. Until a well-designed household survey is conducted, however, it will be extremely difficult to estimate this percentage with any degree of certainty. To estimate the number of children engaged in home schooling within its border, a state could begin with its own database, if it has one, then supplement it with surveys to assess how many families file reports or other papers required of home schoolers. States cannot assume 100 percent compliance with filing requirements. If a state does not collect data, an assessment of families who are members of state and regional associations could serve as a starting point.

James C. Carper (1992) of the University of South Carolina reported the demography of non-public education has changed markedly since the mid-1960's. At least three major shifts are discernible. First, Roman Catholic school enrollment has plummeted from 5.6 million students in 1965 (88% of the total private school enrollment of 6.4 million) to about 2.5 million or less than one half of the projected private school enrollment of 5.4 million for fall, 1990 (Lines, 1991). Suburbanization of American Catholicism and rising education costs of the teaching corps have contributed significantly

to this decline. Second, a sense of cultural alienation and spiritual awakening has prompted many evangelical Protestants to forsake their commitment to public education. Since the mid-1960's, they and their churches have founded approximately 10,000 Christian day schools or fundamentalist academies with a current enrollment of about 1,000,000 students (Carper, 1990). Finally, during the last two decades an increasing number of middle-class parents, most of whom are of an evangelical Christian persuasion, have chosen to fulfill state compulsory education requirements particularly at the elementary level, at home rather than through institutional schooling. For religious, social, and pedagogical reasons, these parents have fashioned an educational arrangement that in most cases results in high levels of academic achievement and social development in their children (Van Galen and Pitman, 1991).

Estimates of the number of children in home schools vary from 100,000 to 1,000,000. Lines (1991) examined curricular programs utilized by home schoolers and concluded that "roughly 10,000 to 15,000 school-aged children were schooling at home in the early 1970's; 60,000 to 125,000 by Fall, 1983; 122,000 to 240,000 by Fall 1985; and 150,000 to 300,000 by Fall, 1988. Cooper and Dondero's (1991) analysis of private school enrollments corroborates Lines' estimate of the home school population. Based on several sources of data, including national sampling, they claim that in 1988-89 there were at least 220,000 home schoolers in the United States. While researchers may debate the accuracy of these figures, no one doubts the existence of a robust home schooling movement. Influenced by some of the same factors that boosted the Christian day school movement in the 1970's (objections to the moral, religious, and social ethos of the public

schools), home schooling is likely to continue to flourish, particularly at the elementary level.

Perhaps not knowingly, contemporary home schooling families have reverted to a mode of education that resembles that of the colonial era when the household was the principal teaching institution. One wonders to what extent these families look like their seventeenth and eighteenth century counterparts in other respects, i.e. centers of work and worship as well as formal instruction. Are they, for example, part of a trend to return work to the home, whether via family businesses or cottage industries (Pearcey, 1990)? Household religious instruction and worship are certainly common among evangelical Protestant home school families. Based on Pearcey's accounts of home school families in three states, fathers in these families seem more involved than most in the educational and/or spiritual nurture of their children.

Though fathers do participate to a greater or lesser extent in the home schooling process, mothers are the primary teachers in the vast majority of cases (Lines, 1991). This demographic fact suggests that home schooling may be more than just a reversion to a colonial paradigm of education. Perhaps the home school movement is in some sense a reassertion of the nineteenth century "cult of domesticity" that cast mothers in the role of being the principal nurturers and protectors of young children (Demos, 1986).

An article published by Sam Allis (1990), implied that home schooling was motivated by the notion that learning should be unpolluted by the classroom is an eccentricity that has become a national movement. "Pick the menu. It's your meal." Upwards of 500,000 U.S. children are being schooled at home, a tenfold increase in a

decade, their ranks are still swelling. In Maine alone this year, there are 1,500 parental applications to state authorities for permission to teach children at home, in contrast to four in 1981. "We have everything from Black Muslims to Jews and one woman who is a cross between a Zen Buddhist and Winnie the Pooh" (p. 85) says Michael Farris, president of the Virginia-based Home School Legal Defense Association, which tracks developments across the country. Home-school curriculum standards are even more elastic. Study programs usually are approved by local school boards, whose competence in the area may be minimal. In some cases, parents must submit detailed outlines of proposed courses. In others, school boards adopt a laissez-faire approach that takes on faith the commitment and competence of the parent-instructions.

In its issue of 22 October, 1990, Time reported that "upwards of 500,000 U.S. children are being schooled at home, a tenfold increase in a decade." Although data concerning the extent and effectiveness of home instruction are generally questionable, there is no doubt that in recent years states have, by legislation or regulation, widened the exemptions for home education (Zirkel, 1991).

The financial investment in home schooling will vary. Parents spend at least \$200 to \$400 per child each year, possibly more. More parents are choosing to teach their children through the high school years. Home schoolers have been accepted by prominent colleges, including Harvard, Yale, and Oxford and have done well. In Tennessee the teaching parent must have only a high school diploma or General Equivalency Diploma (GED) to teach a high school aged child (TCA 49-6-3050-B).

There are several options for high school. Correspondence programs issue

diplomas and transcripts. Students can take the GED test at age 18 and this is acceptable to many colleges. Home schoolers can also take courses at community colleges during high school and transfer these credits to a university. Additionally, several colleges are beginning to offer "college at home" programs that would allow "home schooling" all the way through college.

Reasons for Home School Education

Historically, families have elected to home school their children for religious reasons. The new wave of home schooling has been fueled by dissatisfaction with public schools for academic as well as moral reasons. The Florida State Department of Education conducted a survey of home schoolers in 1996. The results of the survey indicated a 61 percent dissatisfaction with public schools. This was the first time that religion was not the number one reason most parents cited for turning to home schooling. Dissatisfaction with the public school environment (safety, drugs and adverse peer pressure) accounted for 39.4 percent of the responses, according to Mary Lou Carothers, a program specialist in the State Department of Education's Office of Nonpublic Schools. Another 21.7 percent cited dissatisfaction with public school instruction and 20.9 had religious reasons.

A lot of the skepticism about home schooling centers around how the children will be socialized, although not everyone agrees that the purpose of public schools is to provide socialization. Home schooling families tend to network with each other and get together for special classes and organized sports. Mounting evidence that home schooled children academically out perform their public school peers has lent credibility to the

movement. A 1990 Home School Legal Defense Association (HSLDA) survey found that all home schooled children who were tested scored above the 80th percentile on standardized tests. Testing and surveys are considered controversial because of the small numbers involved, but most colleges and universities now accept home schooled students without a high school diploma or transcript. Patricia Lines (1991), senior research analyst with the U.S. Department of Education's Office of Educational Research and Improvement, stated that ten years ago colleges used to reject a student for not having a high school transcript, but in 1990 found nobody who would reject a student who did not possess a high school transcript. Harvard University has designated an admission officer who specializes in home schoolers. Liberty University in Virginia and Nyack University in New York are among the institutions that target special scholarships to home school students.

States used to require home schooling parents to be certified teachers, and this remains the official view of the 2.2 million member National Education Association. This criterion was spelled out in a resolution critical of home schooling that was adopted in 1988. The resolution said the NEA "believes that home schooling programs cannot provide the student with a comprehensive education experience." The 900,000 member American Federation of Teachers (AFT) is silent on the subject of home schooling. Christopher Klicka believes that while home schooling is now legal in all states, either through legislation or by court decree, problems continue. As long as the public school has authority over its competition you are going to have prejudices translated into some sort of legal hassles for home schoolers. The HSLDA has represented over 3,000 home

schooling families in all 50 states, but only 40 of these cases have gone to court (Zakariya, 1988).

Pam Scrooshian compiled a list of reasons to home school from families through the use of the America Online (AOL) postings. The list was compiled from families throughout the United States. Many of the reasons are similar but differ in the values families desire to instill in the education of their children. Reasons given are as following:

1. To spend more time together as a family - especially to have the children together and with us at times they are fresh and rested rather than when they are tired from school and homework.

2. Children can often learn much more quickly than their classes allow. At home they can move quickly through some material, allowing time for learning material not taught at school (foreign language, for example) or time for more in-depth study of subjects of interest.

3. Children with varying learning abilities can move at a pace appropriate to their developmental levels and interests. In the classroom, it is especially difficult to accommodate children who are learning more slowly or more quickly than average. All children are learners at different rates in various subjects.

4. The children have long, uninterrupted blocks of time to write, read, think, or work on an activity. Creativity and serious in-depth study are often discouraged in a classroom where there is a lot of noise, a schedule designed for keeping every child busy and continuous interruptions.

5. Children can spend a lot more time out-of-doors (even reading, writing, or

studying) which is more healthy physically and mentally than spending most of their weekdays indoors in crowded (often overheated) classroom. The children can be more in touch with the changes of the seasons and with the small and usually overlooked miracles of nature if more time is spent outside.

6. More household responsibility develops a stronger family bond because working for the family is an investment in the family. People become committed to things in which they invest.

7. Children will have more time to pursue non academic interests (Fine Arts) such as music, dance or art.

8. Children have the opportunity to become more responsible for their own education. They will not be passive recipients of subject matter selected by the teachers (actually administrators or government committees), but have the opportunity to have input into designing their own education and eventually take over full responsibility.

9. Children will realize that learning can take place in a variety of ways. They will learn to seek out assistance when needed from alternative sources; not just rely on a classroom teacher to provide all of the answers.

10. A more relaxed, less hectic lifestyle can be followed because home schoolers stop trying to supplement school during after school and week-end hours. There is generally no after-school homework.

11. Learning can be more efficient because the children can learn using the best methods for their own learning styles. In their case, our children read extremely well and learn well from reading. They do not need each piece of information to be taught through

various methods that are needed by children whose comprehension is not so high.

12. Children will work and learn for internal self satisfaction more than for external reward.

13. Children are as likely to not be tempted to take the easy way out by doing just enough to satisfy their teacher. They will be the judge of the quality of their work.

14. Children can concentrate without constant distractions.

15. Peer pressure is reduced. There is less pressure to grow up as quickly in terms of clothing styles, music, language, interest in opposite sex, etc.

16. Social interaction with others is by choice and based on common interests. Social interaction is more varied, not just with the child's chronological age peer group.

17. Field trips can be taken on a much more frequent basis and can be more productive than when taken with large school groups. For example, on a field trip to a nature center, the children can choose to spend several hours identifying birds or plants. On a school field trip, this would be impossible. Field trips can be more connected to each child's own curriculum.

18. Volunteer service activities can be included in the family's regular schedule. Community service is of tremendous importance in a child's overall development as well as learning experience.

19. Children are less likely to constantly compare their knowledge or intelligence with other children and are less tempted to become conceited about their abilities.

20. Religious and family special days can be planned and celebrated.

21. Children bond more with their siblings since they will spend more time together when they are not stressed and tired out from school. They discover that they can work together and help each other.

22. The children can get immediate and appropriate feedback on their work. They do not have to wait for the teacher (or a parent classroom volunteer or even another student) to grade and return their work to see if they understood it correctly. Feedback can be much more useful; specific and child appropriate comments rather than a letter grade or the generic "super" or "great work," etc.

23. Time does not have to be spent on test taking at all unless it is something the child wants to do. In a classroom, testing is the way the teacher finds out how much the students have learned. Observation and discussion are ongoing at home, tests are unnecessary. Tests can be used by the child to see how much he/she recalls and to determine what to study next. Grades are unnecessary and there is no comparison of tests results.

24. Grades become of no importance and learning is motivating in and of itself. Understanding and knowledge are the rewards for studying, rather than grades (or stickers, or teacher's praise or...)

Patricia Lines (1987) stated that there is no one way or reason for parents to home school their children. One family may begin the day with opening ceremonies to signal the start of the daily routine and follow a scheduled curriculum. Another family may opt for child-led learning, where parents provide help as the child expresses interest in a topic. Usually parents provide supervision and help, but most children assume increasing

responsibility for choosing and carrying out projects as they mature. Most families involved with home schooling organize activities with other families.

Schooling at home was a necessity in an age when there were a limited number of schools. After schools became universally available, some traditional groups, including the Seventh Day Adventists and Mormons, still elected to keep their younger school-aged children at home. The Amish kept their older children out of public schools, preferring to train them through life in the community.

Present-day home schools have thus evolved from a dissatisfaction with organized public schooling, a dissatisfaction based on philosophical differences in educational thought. For instance, during the 1960's and early 1970's, educators and non-educators alike called for reforms (Van Galen and Pitman, 1991). Many recognized the need for changes but felt they should be implemented within the framework of the existing educational system. Silberman (1970) described public schools as "grim, joyless places" but argued that they need not be: "Public schools can be organized to facilitate joy in learning and esthetic expression and to develop character..This is no utopian hope." (p.10)

In spite of concerns over academic progress, several studies have found that home-schooled children achieve higher than national averages on standardized measures. For example, the Tennessee Education Department reported that home-schooled students in Grades 2, 3, 6, and 8 in that state scored higher in every major area of the Stanford Achievement Test than the statewide public school averages for the 1985-1986 school year. Similar results were reported in studies by the New York and Washington State Departments of Education (Ray, 1986). In Alabama, home-schooled children in Grades 2,

3, 5 and 6 scored in 1986 at or above the national norms in all areas of the Stanford Achievement Test. In addition, studies done since 1981 by the Alaska Department of Education have found that the home-schooled children in the first through eighth grades outperformed their classroom counterparts on the California Achievement Test and the Alaska Statewide Assessment Tests.

The effects of home schooling on the socialization of children have been more difficult to examine, since there is apparently no convenient instrument available to measure the equivocal elements of socialization. Other studies that have surveyed parents' reasons for home-schooling commonly report that parents see socialization as a negative aspect of school. They wish to help their children develop social skills without negative peer influences, learning socialization skills from parent models in the home rather than from peer models in the school. While those wary of home schooling worry about the children's socialization, the parents worry about the quality of socialization that takes place in traditional schools.

The backbone of the home-school movement is the Christian Fundamentalist community, which believes that religion is either abused or ignored in the classroom. Other parents reject public education for more conventional reasons: poor academic standards, overcrowding, and lack of safety. The most uncompromising group call themselves "unschoolers," viewing as anathema any notion of educational structure.

Good intentions do not automatically translate into solid-education. Some of the many experiments could turn out to be disasters. But then, argue home schoolers, public schools already are disasters (Garcia-Barrio, 1991, p. 105).

When it comes to children's education, some parents believe there's no place like home. Statistics vary, but, like Mary Beddingfield, the parents of at least 400,000 youngsters aren't comfortable sending their children to school. Home schooling cuts across social lines: "Our members include Christians, Jews, Black Muslims and other groups," says Terri Endsley, executive director of Home Education League of Perrysburg, a nonsectarian organization near Toledo that consists of 100 families. "Income range from welfare to wealthy: at least 10 percent of our members are Black" (Garcia-Barrio, 1991).

Different factors prompt parents to teach their children at home. Some disagree with the values taught in both public and private schools. Others don't like the instructional methods, the approach of particular teachers, or the limited opportunities for children to develop self-discipline and self-motivation. Often parents feel a child's special gifts will blossom more fully with home tutelage. And some parents choose home schooling to keep youngsters from being pigeonholed: Traditional schools sometimes turn disadvantaged children into disadvantaged adults by steering them away from academic courses and leaving them unequipped for higher education or skilled work. Some parents believe home schooling can give their children an empowering education.

Ayesha Grice, a mother of four who is also the astrology columnist for *ESSENCE*, has always home-schooled her youngest child, Fatima, 14. "I decided to teach Fatima at home because of my experience with my older children," says Grice. "There were gaps in their general knowledge that I had to fill. Above all, I had to teach them about their connection with Africa and their history as Africans in American. I thought, why not give Fatima all the facts about our history from the start?" (Garcia-Barrio, 1991, p. 104).

Advocates of home schooling say that the time spent with the child can foster a closer relationship, and some studies reveal that children taught at home often do academically as well as or better than their traditional-schoolroom counterparts (Garcia-Barrio, 1991, p.106).

Home schoolers are coming out of the closet, reports Diane Divoky (1983). Choosing to educate one's children at home need no longer be considered a subversive activity. Some educators, she observes, are beginning to agree. "Parents have a right to educate their children at home, and this right bears constitutional protection." (p. 395). That credo comes not from a radical educator or libertarian theorist, but from the Rockland (Massachusetts) School Committee, which last August approved a home-schooling policy that gives school officials the right and responsibility to approve home education programs but provides parents with significant control over the way their children will be educated at home. For example, the Rockland policy states that: "In line with recent state court rulings, the school committee will not pry into parents' reason for wanting to educate their children at home. Furthermore, the committee will not worry about "the lack of a curriculum identical to that of the public schools" or the lack of group experiences for home-schooled children." (p. 395).

Parents choose home schooling for a number of reasons. For some, the decision springs from personal experiences as teachers or parents who have worked to reform the schools from within. Linda Ashton of Lawton, Oklahoma, says that her years as a third-grade teacher taught her "how much time had to be wasted by virtue of having 30 students" in the classroom. "It was either hurry-up or busy-work," Ashton recalls. "I

knew that I couldn't give the children the kind of attention they needed. One-on-one makes so much more sense." (p. 396).

Other home schoolers are simply working for self-sufficiency in a society that they perceive as too technological and too institutionalized. For them, home schooling is an extension of a lifestyle that often includes living on the land and growing their own food. And life in a rural environment - where children necessarily spend more time with their families than with peers - seems unusually compatible with home schooling.

In spite of the diverse reasons that draw parents to home schooling, they share a profound belief that the public schools are not providing a healthy environment for their children. They also share a need to have some control over their children's learning and development. And they are all willing to be different, to take a socially unorthodox route to rearing the kind of children they want. Home schoolers who wish their children to have time to socialize with their peers are advised to sign them up for out-of-school activities as Scouts, sports teams, church groups, hobby clubs, and community classes.

The world of home-schooling today is small, but vigorous and diverse. Home-schoolers appear to share at least one concept: the firm belief that parents can and should be deeply involved in the education and development of their own children. Otherwise, reasons for under taking home-schooling are as varied as the families and children involved. (p. 399).

Home School Education Guidelines and Regulations

Some parents object to the political or cultural values they find in public and private schools. Others do not like the instructional methods. Many agree that children

learn best in an unstructured environment in which the child sets the pace and direction. Many parents wish to spend extended time with their young children before enrolling them in school. Sometimes, recognizing the needs of a precocious child, a family decides that only a highly individualized program will permit that child to attain his or her highest potential. Still other parents want to give special attention to a child who is having trouble adapting to school for any of a variety of reasons.

Many parents undertake home-schooling as a matter of long-standing religious tradition: Mormons who operate "kitchen schools" for a few neighborhood children aged 5 to 7; Seventh-Day Adventists, many of whom believe that younger children should remain at home; the Amish, who often remove their children from school after grade 8. Today, however, the largest growth in home-schooling appears to be among devout Christian parents who are unhappy with the secular nature of the public schools and have not found a suitable religious school (Moore, 1985, p.62).

Today all state compulsory-education laws explicitly make home schooling a valid option, or the state interprets compulsory school-attendance laws to include "attendance" at a "school" located at home. States have also liberalized requirements for the home teacher. For example, parents do not need teaching certificates. With very few exceptions, all states require families to file basic information with either the state or local education agency (SEA or LEA). Many states have additional requirements, such as the submission of a curricular plan and the testing of students at identified grade levels.

Moore (1985) advocated home schooling on the basis of his research, through the Hewitt Research Foundation, on the effects of institutionalizing young children. He

suggested that children should not be enrolled in formal school programs before ages 8 to 10 unless they are severely disadvantaged or handicapped. Instead, parents should be assured their rights by the state to teach their children "systematically" at home.

While the home schooling movement has expanded and stabilized in every state, the fundamental issue still remains: Who holds responsibility for the education of American children? With this question unanswered, many local school officials faced difficult, multi-faceted decisions involving home-schooling families. These decisions sometimes have led to the charging, prosecution, and imprisonment of parents for child neglect and/or violation of state compulsory school attendance laws. Every state has been allowing home schooling in some form or another, even while imposing some regulations to protect the right of the state to an educated citizenry.

The legal foundation of home schooling has involved numerous court rulings and individual state's compulsory education statutes. The acceptance of home schooling implies that, although states have assumed a prominent role in providing education over the years, ultimate responsibility stays with parents. Many public educators cringe at the notion, but President Reagan voiced a widely-held opinion when he stated that, "The primary right, duty and responsibility of education children belongs to parents. Their wishes should be heeded" (Reagan, 1984, p.6).

In heeding the parental wishes, educators must be careful that the quality of education is preserved. Public educators have often contended that some parents do not have the ability or the patience to teach their children well. Observations have been made that home-schooled children tend to be students with better-than-average potential but

that their achievement is uneven due to "spottiness" in the parents' preparation. Some school officials have been concerned about the lack of documentation and objective evaluation of home-schooled children. State legislators and school officials have addressed these concerns, and compulsory attendance laws in all 50 states now explicitly recognize an exception for home schooling. In legally providing for home schooling, most of these statutes established varying sets of requirements for home schools, including such criteria as teacher qualifications, achievement testing, and record keeping.

Many compulsory attendance statutes do contain vague wording that allows parents to provide "equivalent," "regular and thorough," or "comparable" instruction. Moreover, local school officials often interpret, and consequently enforce, these laws inconsistently in the way they approve and supervise home schools in their districts. As a result, state-wide attempts are being made to regulate them. In 1988, the National Association of State Boards of Education identified five basic elements of a comprehensive approach to home schooling for state boards to use in establishing state-level standards. Its recommendations were that (a) home-schooled children be required to register with the local school system, county, or state; (b) minimal criteria such as teacher certification and approved curriculum materials be established by states; (c) parents be required to report student progress to school officials quarterly for two years; (d) a system of evaluation be adopted for home schoolers; and (e) a system of probation and remediation be instituted for students who do not make adequate progress during the school year (Roach, 1989).

In addition to academic concerns, the socialization of home-schooled children has

been a primary consideration. Many educators insist that peer interaction in the school environment is necessary for normal development and speculate that home schooling will produce social isolates. Home schooling has also been criticized as elitist, appealing mainly to educated, middle-class families. These criticisms and concerns have mounted parallel with the growth of home schooling.

Although the number of home schools has grown in recent years and a majority of the American public appears to believe that parents should have the legal right to educate their children at home, home schooling has not necessarily been regarded as good for the nation. Many are not yet willing to consider home schooling as an acceptable educational alternative.

Home schooling has been regarded as a major educational movement in America even though the actual number of home-schooled children is still negligible, being less than 1 percent of the school-age children. Nevertheless, there is apprehension over possible negative effects that this movement could have on public schooling. Even as the function and effectiveness of public education in today's society have been questioned, schools seem to have maintained a certain level of general support.

Advocates of home schooling have maintained that granting the right to educate their children would not significantly deplete public school attendance or damage the system. Rather than rocking the foundations of American schooling, the definition and concept of education would merely be revised and broadened. Toffler (1980) visualized an increased role of families in the education of children and maintained that home schoolers should be aided by the schools and not regarded as "freaks or lawbreakers."

Of course, the prevalence of home schooling in the future of American education cannot be clearly foreseen now. It is ironic to note that several current trends have encouraged the growth of home schooling. The increased emphasis on parent education, parental choice and participation in the educational process, and alternative educational options work indirectly to promote the home-schooling movement. Widely-publicized issues concerning secular humanism in public education and the reassessment of teacher certification requirements have provided added incentives for home schoolers. A 1987 national report, *A Nation at Risk*, offered many sweeping indictments and reform recommendations and has been seen as evidence that public education is moving farther away from the educational ideals of home-schooling parents. Any future dissatisfactions with public education could increase the possibility of more families turning to home schooling.

Compulsory public schooling in the United States originated from genuine societal needs and has grown strong as an American institution. Future needs might create a more distinctive place for home schooling. Parental freedom to home school has been promoted as a right which a democratic society should allow. Before it can become a viable educational alternative, underlying issues regarding the balance of power between parents and society over the education of children must be settled. Only mutual interest in the welfare of the child, a cooperative spirit, and a genuine objectivity in discussing the sensitive issues surrounding home schooling will provide satisfactory solutions.

Since the mid-1980's, scholars from a variety of disciplines have not only attempted to chart the growth of home schooling but also to probe its social, political,

legal, and pedagogical characteristics. Historians of American education have for the reasons discussed below, paid scant attention to home schooling. Public educators have incomplete understanding as to why some parents now choose the home over institutional schooling. More importantly, however, this oversight has contributed to our failure to recognize the extent to which contemporary home schooling is reminiscent of educational arrangements and beliefs of the seventeenth, eighteenth, and nineteenth centuries.

One reason why many superintendents have been unwilling to allow families to teach their own children is that they fear-and often say candidly-that the schools will lose financial aid. But neither in the school legislation of any of the 50 states nor in existing case law is there any requirement that "attendance" must mean only the bodily presence of a student in a school building. Both in the intent of the laws as written and in established practice, "attendance" means taking part in an educational activity approved by the school. Local school boards can interpret this idea in any way that is acceptable to their constituencies. By the same token, school districts are free to register home-taught students in their schools-listing them as participants in a special program and collecting the proper amount of state aid.

Jo Anna Natale (1992) stated many public school advocates take a bristly attitude toward home schoolers, perceiving their actions as the ultimate slap in the face for public education and a damaging move for the children. Home schoolers harbor few kind words for public schools, charging shortcomings that range from lack of religious perspective in the curriculum to a herd like approach to teaching children.

The numbers of home-schooled children have grown in the past 20 years. Home-

school advocates put the number at about a million-significantly higher than the government's estimate, because many parents keep children at home without school officials knowledge and make a point of staying off official tallies.

Lines (1987) summarizes that home schoolers are organized with support groups and legal defenses. Home schoolers have been skilled in effective lobbying. All states now permit home schooling in some form, according to Lines, although considerable restrictions exist in many states on how it must be done and how closely it must be monitored.

School administrators who work with home-schooling families say the families' efforts aren't always successful and sometimes are deliberately remiss. Lines (1991) says existing studies do show home schooled children to be above average compared with public school children. Lines added that where you have research on home schooling, you never know if you have a representative group because taking part in the study is voluntary. Membership in state home-schooling associations is always voluntary. Even in states that require home schoolers to sign up for testing, there will be non-compilers.

Only a few years ago, the debate was about whether parents could legally educate their children at home, especially parents without teaching certificates. Now that all 50 states allow some kind of home schooling, the focus has shifted to the specifics of home schooling, such as whether the parent needs a college degree and whether home-schooled children should be required to take standardized tests.

More controversial is the notion that home schoolers, as tax-paying citizens should receive a rebate for performing education themselves. A voucher program, put forth in

the 1987 Bush Administration's school choice plan, had some support in the home-schooling community.

There are a lot of home schoolers who state, "I pay taxes, I don't get a dime of it, I would like some money back." Many of the home-schooling community have already made the choice to leave the public schools because they want to inculcate their values in their children. Home schoolers are fearful that with government money will come government regulation.

As advocates of public education, school board members and administrators might not agree with parents' decisions to educate their children at home. But friction often makes matters worse. There's no guarantee a home-schooling parent will want a school district's help, but there are advantages for schools in finding ways to keep communication lines open.

Virginia Roach (1989) suggested home schooling is regulated by the states primarily through compulsory attendance and teacher certification, but parents are increasingly objecting to compulsory attendance statutes requiring parents to provide "equivalent," "regular and thorough," or "comparable" instructors to be "qualified" or "capable of teaching." Many parents have been frustrated by these apparently arbitrary standards for home instruction, and courts have recently struck down several of these state statutes for vagueness.

Since leaving program approval to the local superintendent and basing it on "equivalent" instruction cause approved programs to vary widely among districts, several states have adopted specific state-level requirements for home instruction. To assist state

boards in establishing these standards, the National Association of State Boards of Education (NASBE) has identified five basic elements of a comprehensive approach to home instruction (Roach, 1989):

1. Children of compulsory school-attendance age not attending public schools or approved private schools should be required to register with the local public school system, county, or state. Because of the state's legal obligation to ensure that children in the state are being educated, school officials need to know how many students are in their communities and the status of those students' educational program. Because most home-schoolers teach their children at home in the elementary grades and place their children in public schools for the secondary grades, school districts must be prepared to absorb this population. Parents need to know with whom to register their children. A statewide registration requirement can both standardize the point of contact for parents and serve as a starting point for state supervision of home schooling.

2. States should establish criteria for home instruction which emphasize minimal "input criteria" such as teacher certification and approved curriculum materials and place greater importance on learner outcomes such as expected student competencies in basic subject areas. Home-schoolers should be given reasonably broad leeway in choosing materials and curricula. The alternative-closely monitoring home instruction-can be costly. Some states employ site visits and undertake extensive reviews of materials, curricula, and parent preparation in order to approve families for home schooling. To make monitoring more efficient, this process could be stream-lined by establishing lists of approved commercial curricula and minimal educational standards for home-schooling

should then focus on expected educational outcomes.

3. States should require parents new to home instruction to report student progress to school officials. Two years of quarterly reporting is recommended to ensure that the parent is capable of teaching the child. Each state should determine to whom parents should make their report - the state, county, or local school district- and this point of contact should be consistent throughout the state. States should be careful, as excessive reporting may seem like harassment to home-schoolers.

4. States should adopt a system of evaluation that guarantees and supports uniform standards throughout the state, based on what the student has learned, not on the type of materials used.

Periodic evaluation can take many forms beyond standardized tests. Alternative methods of evaluation of home-schoolers make them less likely to rebel against the system. Students may be observed, portfolios of their work may be reviewed, or they may be interviewed by an educational specialist. Yearly evaluations should be performed by someone other than the teaching parent.

School districts should provide a centralized administration of standardized tests for home-schooled students at the end of each year. School districts should also establish systems for yearly evaluation to replace the ad hoc (and less efficient) testing used in several districts. Once tested, home-schooled children should reflect at least one year's growth per academic year. Students who are able to pass the General Equivalency Diploma (GED) exam or similar exit exams a state may have established for high school graduation should be exempt from further evaluation.

5. A system of probation and remediation should be instituted for students not making adequate progress during the school year. If the student does not make progress while on probation, enforceable provisions should be in place to appropriately place the student in public school or else in an approved private school.

Since public school students are very seldom subject to a planned system of probation and/or remediation, home-schooled children should not be judged by a higher standard than public school children.

Recognition of that question of fairness-a fundamental element to the NASBE report-has already had impact on how state boards of education formulate policies on home instruction. Nineteen states have passed home-schooling laws since 1982, and political and legal pressure is building on states with vague, outmoded statutes. As more states wrestle with this issue, the components listed here will likely continue to influence new home-schooling legislation.

For some state governments, the comprehensive standards discussed here reflect an unprecedented move toward collaboration with parents to ensure the education of children taught at home. An atmosphere of communication between the two groups has emerged as states have enacted more liberal home instruction laws, and some states are moving to explore novel approaches to home schooling.

In Washington, home-schooled students are eligible to receive part-time instruction in public schools, with the state reimbursing the school district for part-time services.

Part of the policy debate about home schooling involves the fact that, even though

home-taught children comprise under one percent of the total public school population, local school districts must expend significant resources registering and monitoring those students. Among other possible means of defraying these cost, since the incidence of home study is so low, state education agencies might count home-schooled children in their counts for state aid.

To provide more efficient use of available resources, some districts are exploring making school facilities available to home-study groups after school hours for group recreation and access to the library. Other districts are exploring the closely parallel concept of part-time attendance for students taught at home. States like Washington have proven that it is administratively possible to offer individual classes to home-schooling students; yet, school programs and facilities may be more fully utilized by opening them up to these students. In this era of restructuring schools and educational reform, policymakers should and do realize the need to serve alternative populations, including home-schoolers.

At the same time that educators are moving to reform how home-schooled children are monitored and evaluated, states are increasingly requiring uniform guidelines for home instruction to be monitored by local districts. School districts and state education agencies might, at this junction, consider establishing an office on home instruction. This office or contact person could spearhead the monitoring efforts of the district (or state), and could serve as ombudsman for home-schooling parents.

Rather than impeding home instruction, local districts are now searching for ways to train parents to teach their children at home. This is motivated, in part, by the public

educators' growing recognition that most home-schooled youngsters will ultimately return to public schools, and that it is therefore in the schools' best interest to support those students' early education. Parent training can take place on an individual basis in the home or at school, or can take place in group sessions. Either alternative will make very different demands on school districts in terms of staffing and training.

Standardizing the process of review of home schooling at the state level will reduce the appearance of arbitrary approval of home schooling programs. Moreover, creating a co-operative environment that makes more parents willing to report home instruction to local districts will help local districts register and evaluate those programs. Finally, helping parents to be better teachers will make it easier for districts to absorb home-schooled students if they are later placed in public schools, and it will ensure that those students who do remain at home will be educated to the standards that the state has set for itself.

Still, not everyone is sold on home schooling. Those looking at the child's total development stress the importance of social interaction. Home-schooled children are not necessarily doomed to go through life as social misfits, but parents may have to make a special effort to ensure that the child is successfully interacting with others outside his or her family circle.

Many educators also fear that parents often lack the credentials to teach effectively. While parents who home-school may have their child's best interests at heart, many of us have a tough time helping children with their homework, much less teaching them schoolwork. The National Education Association (a professional organization of

teachers, counselors, professors and others concerned with education and educational issues) believes that students who are home-schooled should meet all state requirements and that "instruction should be by persons who are licensed by the appropriate state education-licensor agency," which, of course, would leave out many parents. Not surprisingly, the NEA believes that a child's educational needs and social development are best addressed in a school setting.

Aside from the instructional issue, teaching youngsters at home can pose additional hurdles for parents: It is time-consuming and often forces parents either to give up their jobs or to work part-time and put their personal aspirations on hold.

On a political level, home schooling is an act both revolutionary and reactionary: revolutionary because it flies in the face of the established social order, reactionary because it means turning one's back on the larger society and on the time honored assumption that parents and society share in the rearing of the young. On a more practical level, home schooling is a remarkably gutsy effort. Parents must be willing, first of all, to negotiate with, stare down, or hide from school authorities - and to live as outsiders in their own communities. They must also develop enough confidence to be able to ward off doubts about whether they are doing the right things for their children.

Amid the patchwork of court decisions and regulations, parents use a number of ploys to avoid legal controversy. Some enroll their children in private schools that are willing to serve as fronts for home-schooling families. Such "shelter schools" often provide materials and lesson guides or testing services for parents; some actually allow home-schooled children to attend one day or so each week. Other parents do what is

legally required in a particular district or state to meet compulsory education laws: hire a certified teacher as a tutor, become certified teachers themselves, or write curricula for their children and submit them to the district for approval.

Given the diminishing financial resources of the schools, engaging the parents of each home-schooled child in a protracted legal battle seems a ludicrous and ultimately self-defeating task for school districts. By contrast, a cooperative arrangement between a district and home schoolers - one that allows parents to use district resources, while the district continues to receive state funds for each child - may satisfy the needs of both parties. There is nothing in the laws that says that attendance has to mean that bodies are in certain classrooms all day, that districts should be prevented from collecting aid if students are schooled at home.

Briefly stated, the Tennessee law says: All children between the ages of 6 to 18 must attend school at least 4 hours a day for 180 days. The child must enter school the beginning of the school year in which they turn 6 and must be schooled until the day they turn 18 years of age. Before entering school, all children must have been vaccinated as required by Tennessee law.

Laws affecting home schooled children entering the first grade in a public school:

(a). Students entering the first grade of a public school must have attended an approved Kindergarten.

(b). A child must be five years old on or before September 30th to enroll in Kindergarten. However, a child does not have to enroll in school at five years of age, but enrollment must occur no later than a child's 6th birthday.

(c). Students entering the first grade in public school will take a placement test to determine their readiness for first grade work.

These regulations affect home educators only, if:

(1). The family plans to home school for Kindergarten and then send the child to public school for first grade.

(2). Church related schools adopt this same policy concerning enrollment in first grade. Home schooling families with a child under 6 years of age do not have to begin formally educating him/her, nor are they required to register him/her until the year the child turns six years of age.

Laws concerning home school children age 6 through the eighth grade:

(a). Children must be registered with the local county school superintendent or a church related school recognized by the state of Tennessee.

(b). Children must be registered by August 1, (if through public school superintendent) or by the deadline of the Christian school. (Those deadlines do not apply to home schooling families moving into the state during the school year.)

(c). Parent/teacher must have a high school diploma or GED to teach first through eighth grades.

(d). Home school children must be tested with state approved standardized tests in grades 2, 5, and 7.

Laws concerning home school children in grades 9-12:

(a). Children must register with the local county school superintendent by August 1 of each school year.

(b). Children must be taught by a parent who holds a high school diploma or GED.

(c). Students will receive state approved standardized testing in grade 9.

(d). The curriculum used by the high school student may be either a general course of study or a college preparatory course. If college preparatory, the course of study must include those areas of study required for admission to universities operated by the state of Tennessee. A general course of study must include those courses or areas of study required by the state board of education for graduation from public high school.

At the Bryan Adams High School in Dallas, 1,750 students compete for the attention of 105 teachers as they learn algebra, history and English. Signs outside the school proclaim, not very convincingly, that the grounds are a "drug and gun-free zone." The Dallas school system confiscated 150 guns last year. Cost of running the system \$4,550 a year per student.

Across the street from Bryan Adams, in a small brick bungalow, a rival school is in session. It has only two students and one full-time teacher. Out-of-pocket cost, in computer on-line fees, books and materials: about \$1,800 a year per student (Churbuck, 1993).

It will be a long time before home schooling captures a major portion of the education market, but this alternative to the public schools has recently gotten a lot more competitive. There are the parents who simply think their children will learn more at home than in a classroom controlled by bureaucrats and staffed with heavily unionized teachers. And they have equipment to do it: personal computers make do-it-yourself education downright efficient with educational compact disks and on-line databases. A

child can probably learn spelling or arithmetic or a foreign language faster on a computer than in a crowded classroom.

Reasons for Home School Education Failure

The Smoky Mountain Chapter of Tennessee Home Education Association's Home Schooler Magazine (1993) suggested many of the great men involved in the formation of our country were home taught. Later, the pioneers who built America brought their books with them to the frontier and home schooled their children. Throughout our history, home education has produced high literacy rates. Currently, there are an estimated 500,000 to over 1,000,000 American children being educated at home.

The four major reasons families fail at home education are:

- (1). They lack the personal conviction to persevere through the difficult times.
- (2). The mother is home schooling without the father's support.
- (3). The children are undisciplined and cannot handle the added responsibilities involved in home schooling.
- (4). The family has unrealistic expectations of what they can accomplish.

Summary

Home schooling is defined as a teaching situation where children learn in the home instead of public or independent schools. Parents become tutors and assume complete responsibility for the education of their children.

It is believed that the historical perspective must be taken into consideration when deciding on the advisability of home schooling. It would be wise to examine how the

contemporary movement toward home schooling evolved, as well as how effective these schools are in meeting children's academic and social needs.

Perhaps the most important assessments of home-schooling focus on the ultimate academic success or failure of the children. While some home-schooling students probably suffer from negligent or incompetent parent/tutors, others flourish.

Rakestraw & Rakestraw's (1990) research reveals that present-day home schooling families are a result of dissatisfaction with organized public schools and philosophical differences in the educational thought process. There is still a fundamental issue: who holds the responsibility for the educational process of American children?

CHAPTER 3
RESEARCH METHODOLOGY AND DESIGN,
DATA COLLECTION AND ANALYSIS

Introduction

The purpose of this study was to assess the factors that were perceived to cause families to home school their children. A survey instrument was developed to measure the factors that cause families to home school their children, as opposed to enrolling them in public education. Additionally, the variables of the home schooling families, the families' demographic characteristics, and the families' relationships and experiences with public education were examined for the effect on public education and the changes home school families deemed necessary in public education.

Research Methodology and Design

The research methodology used in this study was survey research. Survey research is a distinctive research methodology that owes much of its recent development to the field of sociology. The survey has a long historical tradition. As far back as the time of the ancient Egyptians, population counts and surveys of crop production were conducted for various purposes, including taxation (Borg & Gall, 1989, p. 416).

Local school districts use surveys to evaluate many aspects of the systems such as buildings, maintenance, administrative procedures, financial support and procedures, teaching staff, learning objectives, curriculum, and teaching methods. The survey questionnaire has the advantage of allowing a large amount of information to be collected

in a short period of time (Borg & Gall, 1989).

General field techniques were used to identify and analyze information on an individual level. This study used the mailed questionnaire technique to collect the necessary data. The Statistical Package for the Social Sciences (SPSS/PC+) was used as the vehicle for the statistical analyses of the data.

Population

There are four home school associations in the upper north east section of Tennessee. Each association has a president who is either elected or appointed. Three of the associations form a group known as the North East Tennessee Home Educators Association (NETHEA). The remaining group of home educators belong to the State of Franklin Association. The total population of 125 families (157 children) in the associations participated in this study.

The Instrument

The data gathering instrument was developed and designed using the guidelines of the Summated Rating Scale Construction (Spector, 1992). The summated rating scale is one of the most frequently used tools in the social sciences. The guidelines for conducting survey research delineated by Borg and Gall (1989) were essentially followed.

The instrument was designed to answer research questions related to home school education. The instrument contains a section that requested demographic data (marital status, age, racial/ethnic background, education level, combined income range, occupation, and area of residence) of home schooling parents. Other sections of the instrument pertain to home schooling laws, acceptance of state monies by families for

home schooling, children's achievement test scores, curriculum materials and activities used, reasons for families to home school, necessary changes in public education as viewed by home school families, and demographic data of post high school children of home schooling families. The instrument was pilot tested and instructions altered after administering the survey to four members of the local home school association. The instrument is provided in Appendix B.

Data Collection

The survey instrument was used to collect data for the study. The initial contact for distributing the surveys to the North East Tennessee Home Education Association (NETHEA) members was achieved during a monthly activity meeting of the members on October 1, 1998. The questionnaires were hand-delivered to 95 home school families. The home school association had previously agreed to do the mail-out of the survey for the approximately 50 absent members. The association had preferred this method of distribution for the absent members to protect their identity. The association (NETHEA) later declined to do a mail-out for absent members because they had not used a sign-in sheet for the group activity and did not have a list of absent members. A mail-out of 30 questionnaires was sent to the State of Franklin Home School Association on September 28, 1998. The questionnaires were distributed by an association officer during an October monthly meeting. Each survey included a cover letter (Appendix A), instructions, and a stamped, self-addressed return envelope. The respondents were assured of confidentiality. The researcher anticipated a 90% return of the survey instruments.

Data Analysis

At the completion and return of the questionnaire by the home school families, the data analysis was completed in relation to the questions. Question number three was not answered due to a lack of responses. Questions 1, 2, 4, and 6 required a descriptive frequency analysis from the collected data.

- QUESTION 1. What are the demographics and educational characteristics of home school families?.
- QUESTION 2. To what extent have home school families been engaged in legal matters regarding the fact that they are involved in home education?
- QUESTION 3. What are the post-high school characteristics of students who are home schooled?
- QUESTION 4. What are the academic achievement outcomes of students who are home schooled?
- QUESTION 5. Is the academic achievement of home schooled children directly related to the selected curriculum and organized activities used by parents, and the status of home school laws in Tennessee?
- QUESTION 6. To what extent are parents satisfied with the educational opportunities offered by public education versus home school education?

Null Hypotheses

Chi Square Analysis was used to test the twelve hypotheses. All hypotheses were

tested at the .05 level of significance. These are listed below:

- Ho1. There will be no significant relationship between math achievement and the type of curriculum/materials implemented by home schooling parents.
- Ho2. There will be no significant relationship between language arts achievement and the type of curriculum/materials implemented by home schooling parents.
- Ho3. There will be no significant relationship between science achievement and the type of curriculum/materials implemented by home schooling parents.
- Ho4. There will be no significant relationship between social studies achievement and the type of curriculum/materials implemented by home schooling parents.
- Ho5. There will be no significant relationship between math achievement and organized activities used by home schooling parents.
- Ho6. There will be no significant relationship between language arts achievement and organized activities used by home schooling parents.
- Ho7. There will be no significant relationship between science achievement and organized activities used by home schooling parents.
- Ho8. There will be no significant relationship between social studies achievement and organized activities used by home schooling parents.
- Ho9. There will be no significant relationship between math achievement and the status of home school laws in Tennessee.
- Ho10. There will be no significant relationship between language arts achievement and the status of home school laws in Tennessee.
- Ho11. There will be no significant relationship between science achievement and the

status of home school laws in Tennessee.

Ho12. There will be no significant relationship between social studies achievement and the status of home school laws in Tennessee.

Summary

The research methodology and procedures have been presented in this chapter. The instrument chosen for the study was a survey questionnaire. The population for the study consisted of families who were members of home school associations in northeast Tennessee. The data were analyzed using descriptive and inferential statistical analysis. The results are presented in the following chapter.

CHAPTER 4

FINDINGS AND DATA ANALYSIS

Introduction

The primary purpose of this study was to assess the factors that are perceived to cause families to home school their children. The study of home school education families offered the opportunity to examine factors for home schooling children and characteristics of families as they conducted a non-traditional educational alternative.

Surveys were administered to home school families from the Northeast Tennessee Home School Association and the State of Franklin Home School Association. A total of 125 surveys were provided to families who belonged to the association with a return from 85 families or 68% returned. All returned responses were usable for the study other than fifteen that were received too late to be included in the study.

Findings Related to Research Questions and Null Hypotheses

The data necessary to answer the six research questions and test the twelve null hypotheses were obtained from the completed questionnaires. Information about each question and null hypotheses is presented in the tables found in this chapter.

Research Question 1

What are the demographic and educational characteristics of home school families?

Demographic Data

The demographic and educational characteristics of the home school families are presented in Tables 1 - 6. Information related to the gender of respondents, marital status and age of mother/father are presented in Table 1.

Table 1

**Gender, Marital Status, Age Of Mother, And Age Of Father For Those Responding To
The Home School Survey**

Characteristic	f	%
Gender:		
Male	2	2.4
Female	<u>83</u>	<u>97.6</u>
Total	85	100.0
Marital Status:		
Married	85	100.0
Divorced	0	0.0
Widowed	<u>0</u>	<u>0.0</u>
Total	85	100.0
Age of Mother:		
25-30	10	11.8
31-35	23	27.1
36-40	35	41.1
41-45	16	18.8
46-50	1	1.2
51-55	<u>0</u>	<u>0.0</u>
Total	85	100.0
Age of Father:		
25-30	2	2.4
31-35	14	16.4
36-40	32	37.6
41-45	33	38.8
46-50	2	2.4
51-55	<u>2</u>	<u>2.4</u>
Total	85	100.0

As shown in Table 1, two of the respondents were male (2.4%) and 83 were female (97.6%). All of the respondents were married.

The largest number of mothers from the responding families, 35 or (41.1%), were in the 36 - 40 age category. Most of the fathers, 33 or (38.8%), were in the 41 - 45 age group category.

The racial/ethnic backgrounds of parents are shown in Table 2.

Table 2

Racial/Ethnic Background Of The Mother And Father Of Home Schooling Families

Racial/Ethnic Background	f	%
Mother:		
White/Anglo	85	100.0
African/American	0	0.0
Hispanic	0	0.0
Asian	0	0.0
American Indian	<u>0</u>	<u>0.0</u>
Total	85	100.0
Father:		
White/Anglo	84	98.2
African/American	0	0.0
Hispanic	0	0.0
Asian	1	1.2
American Indian	<u>0</u>	<u>0.0</u>
Total	85	100.0

The education level achieved by mothers of the families in this study were quite

high (see Table 3). Forty-five, or 52.9% were in the college graduate category. Two participants or 2.4% indicated they had received a G.E.D. diploma. The educational achievement level of fathers in the responding families were also high. Twenty-nine, or 34.1% were in the college graduate category. Thirteen or 15.3% of the fathers had completed graduate school (Masters). Two fathers or 2.4% had received an advanced degree (Ph.D./Ed. D.). There were no fathers who had obtained a G.E.D. diploma.

Table 3

Educational Level Achieved By Mothers And Fathers Of Home Schooling Families

Educational Level of Parents	f	%
Mother:		
G.E.D. Diploma	2	2.4
Completed High School	9	10.6
Technical/Trade School	5	5.9
Junior College Graduate	19	22.4
College Graduate	45	52.9
Graduate School (Masters)	5	5.9
Advanced Degree (Ph.D./Ed. D.)	0	0.0
Total	85	100.0
Father:		
G.E.D. Diploma	0	0.0
Completed High School	18	21.2
Technical/Trade School	13	15.3
Junior College Graduate	10	11.8
College Graduate	29	34.1
Graduate School (Masters)	13	15.3
Advanced Degree (Ph.D./Ed. D.)	2	2.4
Total	85	100.0

Table 4 shows occupations of mothers and fathers from responding families.

Table 4

Occupational Categories Of Home Schooling Mothers and Fathers

Occupation of Parents	f	%
Mother:		
Professional/Technical	0	0.0
Sales	0	0.0
Clerical	1	1.2
Agriculture	0	0.0
Student	0	0.0
Retired	0	0.0
Manager/Administrator	0	0.0
Craftsman	0	0.0
Service Industry	0	0.0
Homemaker	68	80.0
Self-employed	16	18.8
Unemployed	0	0.0
Total	85	100.0
Father:		
Professional/Technical	44	51.8
Sales	4	4.7
Clerical	0	0.0
Agriculture	0	0.0
Student	0	0.0
Retired	1	1.2
Manager/Administrator	7	8.2
Craftsman	22	25.9
Service Industry	5	5.9
Homemaker	0	0.0
Self-employed	2	2.4
Unemployed	0	0.0
Total	85	100.0

As shown in Table 4, the largest number of mothers were in the homemaker category (n=68, or 80%). The second leading category of employment for mothers was self-employment, with 16 or 18.8%. One mother was working in a clerical position. The remaining areas of occupational listings for mothers had no respondents.

The highest number of home schooling fathers were in the professional/technical category (n=44 or 51.8%). The second largest occupational category was craftsman with 22 or 25.9% respondents. One (1.2%) of the respondents was retired.

Table 5 shows the combined yearly income of parents. The largest number of respondents were reported to be in the \$50,000 and over income range with 38 (44.7%) respondents.

Table 5

Reported Combined Income Range Of Home Schooling Families By Respondents

Income Level	f	%
Range:		
10,000 - 14,999	1	1.2
15,000 - 19,999	1	1.2
20,000 - 24,999	1	1.2
25,000 - 34,999	18	21.2
35,000 - 49,999	26	30.6
50,000 and over	<u>38</u>	<u>44.7</u>
Total	85	100.0

The geographical area of residence (Table 6) with the highest number of families

was small city (10,000 - 49,000) with 30 or 35.3% of the families. The least number of respondents (7 or 8.2%) indicated they were living in the suburb of a city.

Table 6

Geographical Area Of Residence For Home Schooling Families

Area of Residence	f	%
Residence:		
Rural Area (less than 2,500)	22	25.9
Town/Village (2,500-10,000)	16	18.8
Suburb of a City	7	8.2
Small City (10,000-49,000)	30	35.3
Large City (50,000 and up)	<u>10</u>	<u>11.8</u>
Total	85	100.0

Research Question 2

To what extent have home school families been engaged in legal matters regarding the fact that they are involved in home schooling?

The responses to the research question are shown in Table 7. As shown in Table 7 none of the respondents had ever been involved in legal matters concerning home schooling their children. The question provided the respondents an opportunity for an open ended response to the question. None of the participants chose to provide additional information for the question.

Seventy-six (91.6%) indicated that current state laws did not hinder their effort to

home school their children. Two of the study's participants chose not to respond to the question. The survey question did allow for an open ended response. The written responses indicated that respondents viewed state law as hindering their efforts to home school their children. The main concern expressed was that the law placed too many restrictions on the necessary education levels of parents when it came to home schooling high school age children.

Table 7

Have You Ever Been Involved In Legal Matters Concerning Home Schooling, And Do Current State Laws Hinder Any Desired Home School Practices

Legal Matters/Laws	f	%
Legal Matters:		
Yes	0	00.0
No	<u>85</u>	<u>100.0</u>
Total	85	100.0
Laws:		
Yes	7	8.4
No	<u>76</u>	<u>91.6</u>
Total	83	100.0

Research Question 3

What are the post-high school characteristics of students who are home schooled?

Only one respondent reported that his or her child had completed a home school

high school curriculum. Due to the lack of sufficient data, this question was not addressed.

Research Question 4

What are the academic achievement outcomes of students who are home schooled?

As shown in Table 8, the study revealed that 60 or 70.6% of the families have children that had taken achievement tests during the previous two years.

Table 8

Number Of Home Schooling Families Indicating Their Children Took Standardized Achievement Tests During The Past Two Years

No. of Families	f	%
Tests:		
No	25	29.4
Yes	<u>60</u>	<u>70.6</u>
Total	85	100.0

Table 9 shows the performance of children taking achievement tests from these home school families.

Table 9

Standardized Achievement Tests Scores For Math, Language Arts, Science, and Social Studies As Reported By Home Schooling Families

Scores	f	%
Math:		
Below 50%	0	0.0
50% - 70%	16	26.7
Above 70%	<u>44</u>	<u>73.3</u>
Total	60	100.0
Language Arts:		
Below 50%	1	1.7
50% - 70%	14	23.3
Above 70%	<u>45</u>	<u>75.0</u>
Total	60	100.0
Science:		
Below 50%	1	1.7
50% - 70%	9	15.0
Above 70%	<u>50</u>	<u>83.3</u>
Total	60	100.0
Social Studies:		
Below 50%	0	0.0
50% - 70%	10	16.7
Above 70%	<u>50</u>	<u>83.3</u>
Total	60	100.0

As shown in Table 9, 44 (73.3%) children scored in the above 70% percentile category and 16 (26.7%) in the 50% - 70% percentile range in math.

Forty-five (75.0%) children were in the above 70% percentile category in language arts. Only one (1.7%) child was reported to have scored below the 50% percentile in language arts (Table 9).

Fifty (83.3%) children scored in the above 70% percentile range in science achievement. One (1.7%) child scored in the below 50% percentile range.

Fifty (83.3%) children scored above the 70% percentile and 10 (16.7%) children scored in the 50% - 70% percentile range in social studies.

Research Question 5

Is the academic achievement of home schooled children directly related to the selected curriculum and organized activities used by parents and the status of home school laws in Tennessee?

Null Hypothesis 1.

There will be no significant relationship between math achievement and the type of curriculum/materials implemented by home schooling parents.

The relationship between math achievement and the type of curriculum/materials implemented by home schooling parents was determined with a Chi-Square Test of Independence. As shown in Table 10, there was a statistically significant relationship ($X^2=60.0$, $p=.00$). The null hypothesis is rejected. Math achievement was lower in families that used a Parent Developed/Created/Selected curriculum. Math achievement was higher where a curriculum package was used.

Null Hypothesis 2.

There will be no significant relationship between language arts achievement and the type of curriculum/materials implemented by home schooling parents.

The relationship between language arts achievement and the type of curriculum/materials implemented by home schooling parents was determined with a Chi-Square Test of Independence. As shown in Table 10, there was no statistically significant relationship ($X^2=1.81$, $p=.1775$). The null hypothesis was retained.

Null Hypothesis 3.

There will be no significant relationship between science achievement and the type of curriculum/materials implemented by home schooling parents.

The relationship between science achievement and the type of curriculum/materials implemented by home schooling parents was determined with a Chi-Square Test of Independence. As shown in Table 10, there was no statistically significant relationship ($X^2=.24$, $p=.6237$). The null hypothesis was retained.

Null Hypothesis 4.

There will be no significant relationship between social studies achievement and the type of curriculum/materials implemented by home schooling parents.

The relationship between social studies achievement and the type of curriculum/materials implemented by home schooling parents was determined with a Chi-Square Test of Independence. As shown in Table 10, there was no statistically significant relationship ($X^2=.11$, $p=.7436$). The null hypothesis was retained.

Table 10

Relationship Between Academic Achievement Of Home Schooled Children And The Type Of Curriculum/Materials Implemented

	Curriculum/Materials Implemented				χ^2	p
	PDCS*		PCP*			
	f	%	f	%		
Math Achievement:						
≤ 70%	16	100.0	0	0.0	60.0	.00**
> 70%	0	0.0	4	100.0		
Total	16	100.0	4	100.0		
Language Arts Achievement:						
≤ 70%	2	12.5	13	29.5	1.81	.1775
> 70%	14	87.5	31	71.5		
Total	16	100.0	44	100.0		
Science Achievement:						
≤ 70%	3	18.8	6	13.6	.24	.6237
> 70%	13	81.2	38	86.4		
Total	16	100.0	44	100.0		
Social Studies Achievement:						
≤ 70%	2	12.5	7	15.9	.11	.7436
> 70%	8	87.5	37	84.1		
Total	9	100.0	44	100.0		

*Key: PDCS=Parent Developed/Created/Selected; PCP=Purchased Curriculum Package.

**p< .05

Null Hypothesis 5.

There will be no significant relationship between math achievement and organized activities used by home schooling parents.

As shown in Table 11, since most families relied on multiple activities there were not enough reported cases in all categories to indicate a statistical significant relationship between math achievement and organized activities used by home schooling parents by using Chi Square Test of Independence.

Null Hypothesis 6.

There will be no significant relationship between language arts achievement and organized activities used by home schooling parents.

As shown in Table 11, since most families relied on multiple activities there were not enough reported cases in all categories to indicate a statistical significant relationship between language arts achievement and organized activities used by home schooling parents by using Chi Square Test of Independence.

Null Hypothesis 7.

There will be no significant relationship between science achievement and organized activities used by home schooling parents.

As shown in Table 11, since most families relied on multiple activities there were not enough reported cases in all categories to indicate a statistical significant relationship between science achievement and organized activities used by home schooling parents by using Chi Square Test of Independence.

Null Hypothesis 8.

There will be no significant relationship between social studies achievement and organized activities used by home schooling parents.

As shown in Table 11, since most families relied on multiple activities there were

not enough reported cases in all categories to indicate a statistical significant relationship between social studies achievement and organized activities used by home schooling parents by using Chi Square Test of Independence.

Null Hypothesis 9.

There will be no significant relationship between math achievement and the status of home school laws in Tennessee.

The relationship between math achievement and the status of home school laws in Tennessee was determined with a Chi-Square Test of Independence. As shown in Table 10, there was no statistically significant relationship ($X^2=1.86$, $p=.1731$). The null hypothesis was retained.

Null Hypothesis 10.

There will be no significant relationship between language arts achievement and the status of home school laws in Tennessee.

The relationship between language arts achievement and the status of home school laws was determined with a Chi-Square Test of Independence. As shown in Table 10, there was no statistically significant relationship ($X^2=.247$, $p=.6193$). The null hypothesis was retained.

Null Hypothesis 11.

There will be no significant relationship between science achievement and the status of home school laws in Tennessee.

The relationship between science achievement and the status of home school laws

Table 11

**Relationship Between Academic Achievement Of Home Schooled Children And The Type
Of Organized Activities Used By Home Schooling Parents**

	Organized Activities Used By Parents						
	GAC*		PA*		MA*		2
	f	%	f	%	f	%	X
Math Achievement:							
Below 50%	0	0.0	0	0.0	0	0.0	NT***
50% - 70%	0	0.0	0	0.0	16	27.6	
Above 70%	<u>1</u>	<u>100.0</u>	<u>1</u>	<u>100.0</u>	<u>42</u>	<u>72.4</u>	
Total	9	100.0	4	100.0	47	100.0	
Language Arts Achievement:							
Below 50%	0	0.0	0	0.0	1	1.7	
50% - 70%	0	0.0	1	100.0	13	22.4	
Above 70%	<u>1</u>	<u>100.0</u>	<u>0</u>	<u>0.0</u>	<u>44</u>	<u>75.9</u>	
Total	1	100.0	1	100.0	58	100.0	
Science Achievement:							
Below 50	0	0.0	0	0.0	0	0.0	
50% - 70%	1	100.0	0	0.0	8	13.8	
Above 70%	<u>0</u>	<u>0.0</u>	<u>1</u>	<u>100.0</u>	<u>50</u>	<u>86.2</u>	
Total	1	100.0	1	100.0	58	100.0	
Social Studies Achievement:							
Below 50%	0	0.0	0	0.0	0	0.0	
50% - 70%	1	100.0	0	0.0	8	13.8	
Above 70%	<u>0</u>	<u>0.0</u>	<u>1</u>	<u>100.0</u>	<u>50</u>	<u>86.2</u>	
Total	1	100.0	1	100.0	47	100.0	

*Key: GAC= Group Activity Classes; PA= Play Activities; MA= Multiple Activities

***NT= Not Tested

in Tennessee was determined with a Chi-Square Test of Independence. As shown in Table 12, there was no statistically significant relationship ($X^2 = .015$, $p = .9041$). The null hypothesis was retained.

Table 12

Relationship Between Academic Achievement Of Home Schooled Children And If Current State Home School Laws Hinder Home Schooling Practices

		Do State Laws Hinder Home Schooling				2 <u>X</u>	p
		<u>No*</u>		<u>Yes*</u>			
		f	%	f	%		
Math Achievement:							
≤ 70%		13	24.1	3	50.0	1.86	.1731
> 70%		<u>41</u>	<u>75.9</u>	<u>3</u>	<u>50.0</u>		
Total		54	100.0	6	100.0		
Language Arts Achievement:							
≤ 70%		13	24.1	2	33.3	.247	.6193
> 70%		<u>41</u>	<u>75.9</u>	<u>4</u>	<u>66.7</u>		
Total		54	100.0	6	100.0		
Science Achievement:							
≤ 70%		8	14.8	1	16.7	.015	.9041
> 70%		<u>46</u>	<u>85.2</u>	<u>5</u>	<u>83.3</u>		
Total		54	100.0	6	100.0		
Social Studies Achievement:							
≤ 70%		8	14.8	1	16.7	.015	.9041
> 70%		<u>46</u>	<u>85.2</u>	<u>5</u>	<u>100.0</u>		
Total		54	100.0	6	100.0		

*Key: No= Laws Do Not Hinder Home Schooling; Yes= Laws Do Hinder Home Schooling, **p< .05, X²= Chi Square Value

Null Hypothesis 12.

There will be no significant relationship between social studies achievement and the status of home school laws in Tennessee.

The relationship between social studies achievement and the status of home school laws in Tennessee was determined with a Chi-Square Test of Independence. As shown in Table 12, there was no statistically significant relationship ($\chi^2=.015$, $p=.9041$). The null hypothesis was retained.

Statistical data in the research study indicates there is no relationship between home school children's academic test achievements in language arts, science, social studies, and types of curriculums/materials selected by parents to educate their children. There was a significant relationship of home school children's academic test achievement in math and the type of curriculum/materials selected by parents. The organized activities used by parents do not make a statistical impact as to the academic success of their children. The current state laws pertaining to home schooling of children do not hinder the ability of home schooled children to experience academic progress.

Research Question 6

To what extent are parents satisfied with the educational opportunities offered by public education versus home school education?

If provided the opportunity to receive a \$1200 voucher per child from the state of Tennessee to educate their children in a public, private, church-related school, or continue home schooling, 51 participants (60.0%) revealed they would continue to educate their

children at home (Table 13). Only 3 (3.5%) respondents indicated they would enter their children in public schools if provided a voucher.

Table 13 shows parents' willingness to accept monies from the State Department of Education to assist with home schooling practices. The respondents that provided explanations for not accepting monies felt the state would have "strings attached" and added regulations to govern home schooling practices. Respondents indicated the monies would hinder their freedom to educate their children in the manner they desired.

Table 13

Home School Families' Educational Choice For Their Children By The Use Of A State Voucher And Willingness To Accept State Monies To Home School Their Children

Voucher Use/State Monies	f	%
School Choice:		
Public School	3	3.5
Private School	6	7.1
Church-related School	25	29.4
Educate at Home	<u>51</u>	<u>60.0</u>
Total	85	100.0
Acceptance of Monies:		
No	39	45.9
Yes	<u>46</u>	<u>54.1</u>
Total	85	100.0

The respondents in the study were requested to rank in order the changes they viewed as necessary in public education. Table 14 shows the frequency of the necessary changes ranked first by each of the participants. Forty-six (54.1%) of the families indicated they would not consider sending their children to public schools regardless of changes made in public education. The social/moral climate of public schools was the main concern of 19 (22.4%) families.

Table 14
Changes Viewed As Necessary In Public Education By Home School Families Before Considering Entering Their Children In Public Schools

Necessary Changes	f	%
I would not consider sending my children to public schools regardless of the changes made	46	54.1
Smaller classes for students	1	1.2
Provide religious instruction	11	12.9
Improve social/moral climates	19	22.4
Strengthen academic standards	1	1.2
Increase discipline of students	0	0.0
Improve safety from violence	0	0.0
Increase individualized instruction	7	8.2
Total	85	100.0

Table 15 indicated the first choice of reasons that parents decided to home school their children. Thirty-one (36.5%) of the respondents indicated they believed the

education of children is the responsibility of parents and should be done at home. Twenty-five (29.4%) respondents indicated home schooling was necessary to control the moral environment of their children. Due to the lack of a religious curriculum in schools caused 11 (12.9%) participants to home school their children. Six (7.1%) respondents felt home school teaching achieved more academically for their children, and four (4.7%) noted the social environment of public schools as a reason to home school.

Table 15

First Choice Of Reasons To Home School Their Children As Opposed To Entering Children In Public, Church-Related, Or Private Schools

Reasons	f	%
Peer Pressure	2	2.4
Use of Drugs/Alcohol	1	1.2
Lack of Security	0	0.0
Concern for Weapons	0	0.0
Influence of News Media	0	0.0
Social Environment	4	4.7
Lack of Quality Teachers	0	0.0
Lack of Religious Curriculum	11	12.9
Lack of Discipline	1	1.2
To Control Moral Environment	25	29.4
Home Teaching Achieves More Academically	6	7.1
Desire More Parent/Child Contact	1	1.2
Education Should Done by Parents	31	36.5
Desire Individualized Instruction For Children	3	3.5
Total	85	100.0

Table 16 shows the total number of children by gender that are currently being home schooled by the participating families in the research study.

Table 16

The Gender and Number Of Children Currently Being Home Schooled By Participating Families In The Research Study

Gender	f	%
Female	88	56.1
Male	<u>69</u>	<u>43.9</u>
Total	157	100.0

As shown in Table 17, nine (10.6%) home school families currently had children enrolled in public, church-related, or private schools.

Table 17

The Number Of Home School Families With Children Currently Enrolled In A Public, Private, Or Church-Related Schools

School	f	%
Not Enrolled	76	89.4
Public	4	4.7
Private	3	3.5
Church-Related	<u>2</u>	<u>2.4</u>
Total	85	100.0

Table 18 reflects the choice of curriculums/materials and organized activities used by parents to educate their children at home. Sixty-one (71.8%) families opted to use a

purchased curriculum packages, and 78 (91.8%) indicated the use of multiple activities to enhance learning experiences for their children.

Table 18

The Type Of Curriculum/Materials And Organized Activities Used by Home Schooling Parents To Educate Their Children

Curriculum/Materials/Activities	f	%
Curriculum/Materials:		
Parent Developed/Created	15	17.6
Parent-Selected Books/Workbooks	9	10.6
Purchased Curriculum Package	<u>61</u>	<u>71.8</u>
Total	85	100.0
Organized Activities:		
Field Trips	1	1.2
Group Academic Classes	1	1.2
Play Activities	3	3.5
Extra Curricular Activities	1	1.2
Multiple Activities	<u>78</u>	<u>91.8</u>
Total	85	100.0

Summary

One hundred twenty-five home school families were provided an opportunity to respond to the home school survey. Eighty-five respondents (68%) completed and returned the questionnaire.

Of the 85 home school families who responded to the questionnaire, a majority

were completed by females. All of the respondents were married. A majority of the parents were in the 36 - 45 age range. The racial/ethnic background of the mothers and fathers was predominately White/Anglo.

The educational level achieved by the mother and fathers in this study was quite high. Over fifty percent of the parents were college graduates. The majority of the mothers were homemakers. The findings were that a majority of the fathers were employed in a professional/technical field. The largest volume of responding families reported their combined yearly income to be in the \$35,000 to \$50,000 and over range. A large number of home school families indicated their geographical area of residence was in a small city (10,000 - 49,000).

None of the responding families revealed they had ever been involved in legal matters concerning their home school practices. A majority of the families indicated that current state laws did not deter their efforts to home school their children. A small number of parents expressed concern for the restrictions placed on the education level of parents that chose to home school high school age children.

The majority of responding families in the study indicated they had children that had taken achievement tests during the previous two years. The reported achievement scores indicated the majority of children had scored in the above 70% percentile range in math, language arts, science, and social studies. Most of the home school families indicated they used a purchased curriculum package and multiple learning and group activities to educate their children.

A majority of the families indicated they would continue to home school their

children if provided a state voucher that allowed the children to attend a public, private, or church-related school of their choice. A large number of the home school families indicated they would be willing to accept state monies to support home school practices if the state did not add more regulations and mandate how the monies were to be spent.

The responding families indicated the changes they viewed necessary in public education before they would consider entering their children in public schools. A large number of the families were concerned about the social and moral climate of public schools and the lack of religious instruction provided students. The majority of home school parents indicated they would not consider sending their children to public schools regardless of the changes made by public education. The majority of parents indicated they were responsible for providing an education and controlling the moral environment of their children, and this should take place in the home.

CHAPTER 5

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The purpose of this study was to assess the factors that were perceived to cause families to home school their children. The study attempted to present a demographic profile of home school families in Northeast Tennessee.

The study also attempted to identify the type of curriculum materials used by families, and the progress home schooled children had made on standardized achievement tests. The study explored the use of organized activities by home school families to enhance the learning environments of their children.

The study provided information about home schooling families' willingness to accept monies from the state to assist in home schooling their children, and the choices they would make about school selections if provided a voucher from the state. The respondents supplied information concerning their involvement with legal matters dealing with parents' rights to home school their children. Information was also provided by respondents as to their beliefs about the extent to which state laws hindered home schooling efforts.

Respondents to the study indicated factors that led them to seek alternative means to educate their children. The majority of the participants indicated public education needed numerous changes, but regardless of the changes they would not enroll their children in public schools.

A review of literature indicates that the home school movement in the United States is a vastly increasing population. Each state has regulations and laws that allow parents the legal right to educate their children at home. The number of home schooling families in the United States is evasive because of the various ways families have of registering their children for home school programs. Research studies concerning the number of home schooling students estimate as many as 1,000,000 children may be involved in home school programs.

One hundred twenty-five families were administered a questionnaire that contained factors concerning family demographics, legal matters, acceptance of state monies, children's achievement scores, reasons for home schooling, and perceived changes in public education. Eighty-five families responded to the questionnaire. Responses were keyed into the computer and statistical calculations were performed using SPSS/PC software.

Conclusions

Based upon the results of information provided by the members of the home school association families in upper East Tennessee, the following conclusions were made:

- 1. Parents do not have to engage in legal matters to gain the right to home school their children. Current state laws provide the opportunity for parents to home school their children if they follow the state guidelines and register their children through a public school system or church school.**
- 2. Many home school families would accept monies from the State**

Department of Education to assist with educating their children at home, because they feel it is their right as tax payers to have the same monies allotted for education as parents with children in public schools.

- 3. The majority of home school families would elect to educate their children at home or enroll them in a church-related school if the state provided vouchers for students, because the social and moral environment of the children would be protected from the perceived troubled environment of public education.**
- 4. The main reason parents choose to home school their children is because they believe the education of their children should be done by the parents, and this effort will also assist in controlling the moral environment of the children as opposed to being in public schools.**
- 5. Home school parents perceive that numerous changes in public education, such as improved social/moral climate and the offering of religious instruction, will be necessary before they would consider entering their children in public schools.**
- 6. A majority of parents considered changes in public education a necessity, but regardless of the changes they would not enroll their children in public schools, because they believe it is their responsibility to provide the education of their children in a controlled setting. This allows the parents the opportunity to select the type of curriculum/materials and learning activities to be used for their children's education.**

7. **To successfully educate a child at home takes a great deal of commitment from the adult family members. In most instances, one parent has to put their occupational careers on hold to conduct an educational setting for their children. The majority of mothers are homemakers or self-employed. This provides an opportunity for the parent to monitor the educational progress of their children and conduct a structured environment.**
8. **Data from home school research studies may have a tendency to be skewed, because parents are not always willing to share “real information.” The fear from parents is that home school issues are not always presented in a positive manner to the general public.**
9. **Home school families have indicated that they do not want to be in competition with public schools, but are exercising their given rights as parents to educate their children in an environment free of the problems they perceive exist in public schools.**

Recommendations

1. **Research similar to that presented in this study should be conducted with other home school associations in the state of Tennessee.**
2. **Efforts should be made in further home school research studies to expand the survey population to include home school families that are not members in home school associations, and home school families registered through church organizations.**
3. **Public school systems should make efforts to acquire information from**

home school families not initially registering their children in public schools to gain insight to assist school policy makers in considering inclusion of program components perceived as missing by home school families.

- 4. The State Department of Education in Tennessee should make a concerted effort to do a research study with registered home school families in order to determine the impact this current movement is having on the state in receiving federal monies for educational programs.**
- 5. Research study information, concerning home schooling, obtained by the State Department of Education should be shared with state school systems to assist in correcting concerns with public schools by home schooling families.**

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APPENDICES

APPENDIX A
HOME SCHOOL SURVEY COVER LETTER

Tony G. England
840 Ridgefields Road
Kingsport, TN 37660
(423) 378-3761 (H)
(423) 378-2400 (W)
FAX (423) 378-2395

September 14, 1998

Dear Parent/Guardian:

I am currently employed by the Kingsport City School system as the principal of Theodore Roosevelt Elementary School. I am also a doctoral student in the Educational Leadership and Policy Analysis Department in the College of Education at East Tennessee State University in Johnson City, Tennessee.

I am currently collecting home school education data for the completion of a research dissertation study. I request your assistance in this study by completing a home school questionnaire that will reflect your basis and causes for home schooling your child. The growing number of home schools is a movement that few people understand. This research data will assist others with accurate portraits of home educators. I perceive the information will produce a useful picture of home education and be extremely valuable for future educational planning.

Your response to this questionnaire is completely confidential. You are not required to sign your name, so you can be assured of absolute anonymity. Your name will not be used in relation to your response. Your response and return of the survey imply consent to participate in this research project.

Copies of the results will be made available to the home school association. You may obtain a copy of the results from the association.

If you have questions regarding this study, please write or call at your convenience.

I am very grateful for your time and valued assistance with this project.

Sincerely,

Tony G. England

APPENDIX B
HOME SCHOOL SURVEY

HOME SCHOOL SURVEY

Dear Respondent,

I am requesting your assistance in completing a questionnaire concerning home schooling families. Many of the questions can be answered by making a check mark in the box beside the answer you choose. If you feel the answer needs qualification, write a brief explanation under the questionnaire item. I am requesting the questionnaire be completed by the person who has the primary responsibility for the home education task. Please do not sign your name on the questionnaire, so you can be assured of absolute anonymity and confidentiality. Thank you for your cooperation in completing the survey.

1. Are you? Male Female

2. What is your current marital status? Married Divorced Widowed

3. What is your age? _____ Your spouse's age? _____

4. What is your racial/ethnic background?
 - White/Anglo African/American Hispanic Asian American Indian
 - Other (please specify): _____

5. What is your spouse's racial/ethnic background?
 - White/Anglo African/America Hispanic Asian American Indian
 - Other (please specify): _____

6. What was the last year of education you and your spouse received?

Father	Mother	
<input type="checkbox"/>	<input type="checkbox"/>	G.E.D. diploma
<input type="checkbox"/>	<input type="checkbox"/>	completed high school
<input type="checkbox"/>	<input type="checkbox"/>	technical or trade school
<input type="checkbox"/>	<input type="checkbox"/>	Junior college graduate
<input type="checkbox"/>	<input type="checkbox"/>	college graduate
<input type="checkbox"/>	<input type="checkbox"/>	graduate school (Masters)
<input type="checkbox"/>	<input type="checkbox"/>	advanced degree (Ph.D./Ed. D.)

7. Which category describes the combined total of wage earners in your family last year?

<input type="checkbox"/> Less than \$10,000	<input type="checkbox"/> \$10,000-\$14,999	<input type="checkbox"/> \$15,000-\$19,999	<input type="checkbox"/> \$20,000-\$24,999
<input type="checkbox"/> \$25,000-\$34,999	<input type="checkbox"/> \$35,000-\$49,999	<input type="checkbox"/> \$50,000 and over	

8. Which of the occupations best describe you and your spouse?

Father	Mother		Father	Mother	
[]	[]	Professional/Technical	[]	[]	Manager/Administrator
[]	[]	Sales	[]	[]	Craftsman
[]	[]	Clerical	[]	[]	Service Industry
[]	[]	Agriculture	[]	[]	Homemaker
[]	[]	Student	[]	[]	Self-employed
[]	[]	Retired	[]	[]	Unemployed

9. Which category best describes your place of residence?

- [] Rural area (less than 2,500 local area) [] Town or village (2,500-10,999) [] Suburb of a city
 [] Small City (10,000-49,999) [] Large City (50,000 and up)

10. Please indicate the number of children in your family that are currently being home schooled.

(Circle response) Boys 1 2 3 4 5 Girls 1 2 3 4 5

11. Are any of your children presently enrolled in a public, private, or church-related schools?

- [] No [] Yes If yes, indicate the number of children by grade level and school.
 _____ Boys _____ Grade(s) [] public school
 _____ Girls _____ Grade(s) [] private school
 [] church-related school

12. Have you ever been involved in legal matters regarding your rights to home school your child/children?

[] No [] Yes If yes, please give a short summary of the issue(s) involved: _____

13. In your opinion, do current state education laws hinder any desired home schooling practices?

[] No [] Yes If yes, please describe the amendments to the law(s) you deem necessary: _____

14. Would you accept monies from the State Department of Education to assist you in home schooling your child/children?

[] No [] Yes If no, please state reason(s): _____

15. If the state of Tennessee gave you a voucher worth \$1200 per child that you could use to enroll your child/children in a public, private, or church-related school, which option would you choose?

- [] public school [] private [] church-related [] educate at home

16. Has your home schooled child/children taken a standardized achievement test during the past 2 years?

- No
 Yes — If yes, please check the percentage which your child achieved on the following test areas.

	Below 50%	50-70%	Above 70%
Math	_____	_____	_____
Lang. Arts	_____	_____	_____
Science	_____	_____	_____
Soc. Studies	_____	_____	_____

17. Please indicate the type of resource materials implemented for your home school curriculum. (You may check more than one type of material):

- Parent-developed or parent-created.
 A variety of parent-selected books and workbooks.
 Purchased package of curriculum materials
 Laboratory equipment (e.g., microscope, chemical kits, Bunsen burner, etc.).
 Technology - computers, software programs, Internet
 Educational television and video tapes
 Field trips, group activities
 Other: _____

18. Does your child/children participate in organized activities with other home school families?

- No Yes — If yes please indicate the activities.
 field trips group academic classes play activities
 extra curricular activities (music, dance, art, physical education, crafts classes) other: _____

19. Please indicate the reason(s) why you have chosen to home school your child/children as opposed to entering them in a public, church-related, or private school. If more than one reason is important, please rank order by placing a "1" next to the most important reason, a "2" next to the second reason, etc.

- Peer Pressure
 Use of drugs and alcohol
 Lack of security
 Concern for weapons
 Influence of news media
 Social environment
 Lack of quality teachers
 Lack of religious curriculum
 Lack of discipline
 To control moral environment
 Home teaching achieves more academically
 Desire for more parent/child contact
 Believe education should be done by parents
 Desire individualized instruction for child/children
 Other reasons, please specify: _____

20. What changes do you view necessary in public education before you would consider entering your child/children in a public school? If more than one change is important, please rank order by placing a "1" next to the most important change, a "2" next to the second change, etc.

- I would not consider sending my child/children to public school regardless of the changes made
 Smaller classes for students
 Provide religious instruction
 Improve social/moral climates of public schools
 Strengthen academic standards for graduation
 Increase the discipline of students
 Improve safety from violence in schools
 Increase individualized academic instruction
 Other changes you feel important (Please specify): _____
-
-

***If you do not have children that have completed a home schooling high school curriculum, do not respond to questions 21-25.**

21. Please indicate the number of your children that have completed the home school curriculum through high school. (Circle response)

Boys 1 2 3 4
 Girls 1 2 3 4

22. Please indicate the area child/children entered at the completion of the home school high school curriculum.

Boy(s)	Girl(s)	
<input type="checkbox"/>	<input type="checkbox"/>	Entered work force full time
<input type="checkbox"/>	<input type="checkbox"/>	Trade/Technical school
<input type="checkbox"/>	<input type="checkbox"/>	Junior College
<input type="checkbox"/>	<input type="checkbox"/>	College/University
<input type="checkbox"/>	<input type="checkbox"/>	Other: _____

23. If your child/children opted to further their post high school education, indicate the field of study they might select.

Boy(s)	Girl(s)	
<input type="checkbox"/>	<input type="checkbox"/>	Technology
<input type="checkbox"/>	<input type="checkbox"/>	Science
<input type="checkbox"/>	<input type="checkbox"/>	Business
<input type="checkbox"/>	<input type="checkbox"/>	Education
<input type="checkbox"/>	<input type="checkbox"/>	Technical
<input type="checkbox"/>	<input type="checkbox"/>	Other: _____

24. If your child/children entered the work force full time, indicate the job market which best describes their field of work.

Boy(s)	Girl(s)	
<input type="checkbox"/>	<input type="checkbox"/>	Management Training
<input type="checkbox"/>	<input type="checkbox"/>	Sales/Clerical
<input type="checkbox"/>	<input type="checkbox"/>	Apprentice Craftsman
<input type="checkbox"/>	<input type="checkbox"/>	Service Industry
<input type="checkbox"/>	<input type="checkbox"/>	Agriculture
<input type="checkbox"/>	<input type="checkbox"/>	Self-employed
<input type="checkbox"/>	<input type="checkbox"/>	Other: _____

25. If your child/children are no longer residing in your household, which of the following categories best describes their place of residence?

Rural area (less than 2,500 local area) Town or village (2,500-10,999) Suburb of a city
 Small City (10,000-49,999) Large City (50,000 and up)

Please list comments concerning home schooling that you feel would be important to the study. _____

Thank you for your responses and time taken to complete the questionnaire.

VITA**Tony Gray England**

Address: 840 Ridgefields Road
Kingsport, Tennessee 37660

Personal Data: Date of Birth: September 10, 1946
Marital Status: Married, 2 Children

Education: Public Schools, Sullivan County, Tennessee
Lees-McRae Junior College, Banner Elk,
North Carolina; A. A., 1966
East Tennessee State University, Johnson City,
Tennessee; industrial technology, B. S., 1970
East Tennessee State University, Johnson City,
Tennessee; industrial technology, M. A., 1976
East Tennessee State University, Johnson City,
Tennessee; educational leadership and policy
analysis, Ed. D., 1998

Tennessee

Endorsements: Elementary Grades 1-8
Secondary Grades 9-12
Industrial Technology
Drivers Education
Elementary Administration/Supervision
Secondary Administration/Supervision
Superintendent

Professional**Experience:**

Teacher, Sullivan County, 1971-72

Teacher, Kingsport City Schools, 1972-1988

Attendance Officer, Kingsport City Schools, 1988-1989

Home/School Liaison, Kingsport City Schools, 1989-1990

**Assistant to the Principal, Andrew Jackson Elementary,
Kingsport City Schools, 1990-1992**

**Principal, Theodore Roosevelt Elementary
Kingsport City Schools, 1992-Present**

Memberships:

Association for Supervision and Curriculum Development (ASCD)

National Association of Elementary School Principals (NAESP)

Kingsport Education Association (KEA)

East Tennessee Education Association (ETEA)

Tennessee Education Association (TEA)

National Education Association (NEA)