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FOR HOME SCHOOLING THEIR CHILDREN

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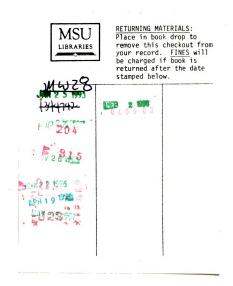_____Ph.D_____ degree in _Department of Teacher_
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AN EXPLORATORY STUDY OF THE REASONS PARENTS GIVE
FOR HOME SCHOOLING THEIR CHILDREN

By

Mamo Dibaba

A DISSERTATION

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in partial fulfillment of the requirements
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ABSTRACT

AN EXPLORATORY STUDY OF THE REASONS PARENTS GIVE FOR

HOME SCHOOLING THEIR CHILDREN

By

Mamo Dibaba

In the United States, in the past five years, a number
of parents have taken their children from the public and
private schools in order to teach them at home. As a result
of their action many parents are facing court cases, and
school districts are questioning this unconventional
behavior.

The concerns which led a hundred parents in three
mid-western communities to decide to home school their
children are the focus of this research. A mail survey
questionnaire was used to obtain data from the parents.
Fifty-eight families responded.

The main objectives of the study are to identify the
concerns which influenced the parents in their decision to
home school and to report those findings.

Empirical evidence from the responses revealed that
these parents have a set of concerns which led them to their
decision. The parents' concerns included issues about school
curriculum, issues about values, issues about peer pressure,

issues about methodology, issues about skill development, and issues about the future of their children.

In general, the parents' concerns are expressed in a mixture of sets of behavior. These included anxiety about what might happen to their children, eagerness to participate in the educational process of their children, and aspiration to see the future success of their children.

Since this is an initial exploratory research of the home-schooling movement, it becomes obvious that further research is necessary to understand it.

In memory of

Dibaba Letta, my father,

who taught me in an indirect way to be a

man and a father the way God intended.

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CHAPTER ONE

INTRODUCTION

Historically, all societies have had one form of education or another to transfer the skills and values of one generation to the succeeding one. In areas of the world where industrial revolution did not take place, education is still primarily natural, meaning the young learn from the old by observation, imitation, and application. The expansion of formal schooling in the industrialized societies developed with the industrial revolution of the 19th century.

The United States has had a leading role in cultivating and propagating formal education, both here and abroad, for social, political, and economic change. This form of education has been perceived as that which would enhance the individual's potential and bring prosperity (Schultz, 1961):

> A society fashioned in harmony with the American democratic tradition would combat all forces tending to produce social distinctions and classes; repress every form of privilege and economic parasitism; manifest a tender regard for the weak, the ignorant, and the unfortunate; place the heavier and more onerous social burdens on the backs of the strong; glory in every triumph of man in his timeless urge to express himself and to make the world more habitable; exalt human labor of hand

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and brain as the creator of all wealth and culture;
provide adequate material and spiritual rewards for
every kind of socially useful work; strive for
genuine equality of opportunity among all races,
sects, and occupations; regard as paramount the
abiding interests of the great masses of the people;
direct the powers of government to the elevation and
the refinement of the life of the common man;
transform or destroy all conventions, institutions,
and special groups inimical to the underlying
principles of democracy; and finally be prepared as
a last resort, in either the defense or the
realizaton of this purpose, to follow the method of
revolution (Counts, New York: Day, 1932, p. 26).

The public school system in the United States has been
envied and copied by many nations. Since the sixties,
however, this public institution seems to have lost some of
the attention and respect it previously enjoyed. Major
national, regional, and local newspapers and journals are
now giving considerable attention to the home school
movement as an alternative to the existing educational
process. (Moody's Monthly, "Before You Dismiss Home
Schooling," Vol. 84, March, 1984, p. 18).

THE PROBLEM

In the United States there are forty-three million
school-age children who are attending either public or
private schools (Grant and Biden 1980, pp. 14, 34, 51-61).
Recently parents of approximately one million children have
chosen not to send their children to either of these
institutions, but to home school them (Nisbet, 1982).

Some parents home school their children from the beginning. Fifty-three nationally organized home schooling organizations and seven international ones have sprung up to meet their needs. Two of the national organizations are based in Michigan. These organizations are listed by Whitehead (1984, pp. 129-137). Parental decisions have been felt financially. There has been approximately a two billion dollar cut in the educational budget of the nation due to parents pulling their children out of the system. This is a calculation based on the fact that the average cost per student per year, according to Teeter, is $2000.00 (1983, p. 131). As stated by Teeter, the average public school pupil-teacher ratio is one to nineteen. Calculations based on these figures show that about fifty thousand teachers will be unemployed. From all indications, the home schooling movement appears to be on the increase.

The <u>Phi Delta Kappan</u> editor writes the following:

> Every home is a school, every parent a teacher. The existence of a formal system of schooling outside the home in no way absolves parents of their responsibility to guide and to teach. For better or for worse, children bear the indelible stamp of their upbringing long before they are mustered into the schools.
> If children learn the rudiments of reading, writing, and counting before they reach kindergarten, it's probably because of their parents' efforts. If they learn instead that time at home means time spent gazing blankly at the televison, that too is a product of parental guidance, or a lack of it. Learning begins at home (Cole, p. 386).

Holt and Divoky look at home schooling and its impact across America. Holt suggests that school districts should support home schooling parents instead of being against them (Phi Delta Kappan, Feb. 1983).

Most industrialized nations, whether they are in the socialist or capitalistic ideological camp, use educational institutions for the socialization and social control of their people. In one sense, educational institutions are an extension of the political function of the state. Many educators, however, seem to think their function and performance is apolitical (Bowles and Gintis, 1976).

Home schooling parents, by taking education from the institution and returning it to the home, are making a political move.

Because of the political nature of home schooling decisions in the United States, many parents are in court responding to the school districts' charges. According to the 1925 United States Supreme Court decision in "Pierce v. Society of Sisters," the home schooling option is a constitutional right. The Supreme Court held that:

> . . . . The act of 1922 unreasonably interferes with the liberty of parents and guardians to direct the upbringing and education of children under their control....The fundamental theory of liberty upon which all governments in this Union repose excludes any general power of the State to standardize its children by forcing them to accept instruction from public teachers only. The child is not the mere creature 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 (268 U.S. 510, pp.534-35).

Parents, by greater numbers, are reclaiming this right.

BACKGROUND

In the beginning, colonial America did not have public
education. Education was left to the parents. The
Constitution of the United States does not mention
education. Some private, formal education was conducted by
church organizations.

Rushdoony comments:

> The family is man's first and basic school.
> Parents have very extensively educated their child
> before the child ever sets foot inside a school.
> Moreover, every mother regularly performs the most
> difficult of all educational tasks, one which no
> school performs. The mother takes a small child,
> incapable of speaking or understanding a word in
> any language, and, in a very short time, teaches
> the child her mother tongue. This is a difficult
> and painstaking task, but it comes simply and
> naturally in the family as an expression of the
> mother's love and the child's response to that
> love. At every stage of the child's life, the
> educational function of the home is the basic
> educational power in the life of the child
> (Rushdoony, 1971, p. 79).

Public education tends to be mass teaching, whereas
home education is assumed to focus on the individual.
Virtually any and all education represents, consciously or
unconsciously, a particular religious or philosophical point

of view.

In colonial America home schooling was the major form of education. The decision of how to educate one's children and the substance of the curriculum was the right and responsibility of the parents.

Since the emergence of the public school system, parents have been, and continue to be, major supporters of the system through the funding of schools and by playing many key roles. They have contributed at all levels except teaching in the classrooms. Parents have tended to accept, with only a rare challenge what was taught, how it was taught, and the ultimate purpose of the schools. Schools relieved parents of this one major parental responsibility: teaching their children was up to teachers in schools.

In the last few years there has been a change in the way parents have looked at school. The popular book, **Megatrends**, reported that over one million healthy school-age children are being schooled at home (Naisbit, 1982, p. 144).

In a public statement on February 8, 1985, David A. Kallman, an attorney handling home schooling cases in Michigan, estimates that there are between 5,000 to 20,000 children being home schooled in that state. Many parents are re-asserting their responsibility to educate their children

and are willing to challenge existing school laws to do so. Because of home schooling, many parents are facing court cases (e.g.) <u>Wisconsin</u> v <u>Yoder</u>, 406 (U.S.), 205 (1972); <u>Ohio</u> v <u>Whisner</u>, 351 (N.E.) 2 d 750 (1976); and <u>Michigan</u> v <u>Nobel</u>, s 791-0114-A (1979); see: Whitehead and Bird, 1984)

Several leading personalities in the home schooling movement can be identified. John Holt was once a public school teacher. However, over the past fifteen years he has become a well-known critic of the existing formal school. Holt has written a number of books. The thrust of Holt's writings shows a concern for children and their learning. In his earlier days he was known as a public school reformer. More recently he became a radical supporter of home schooling:

> Education, with its supporting system of compulsory and competitive schooling, all its carrots and sticks, its grades, diplomas, and credentials, now seems to me perhaps the most authoritarian and dangerous of all the social inventions of mankind. It is the deepest foundation of the modern and worldwide slave state, in which most people feel themselves to be nothing but producers, consumers, spectators, and "fans," driven more and more, in all parts of their lives, by greed, envy, and fear. My concern is not to improve "education" but to do away with it, to end the ugly and antihuman business of people-shaping and let people shape themselves (1976, p. 4).

Raymond S. Moore and his wife Dorothy N. Moore, through writing and speaking, have become widely-known advocates of home schooling. The Moores believe that

emphasis on "Early Childhood Education" (of which Project Head Start is a part) is unnecessary and detrimental to the child's intellectual, emotional, and social development. They claim that most decisions concerning "Early Childhood Education" are made based on political and economic grounds rather than established research knowledge about child development.

In their book, School Can Wait (1979), Moore and Moore cite many studies which do not support Early Childhood Education programs. They write:

> Although research indicates certain sequences of brain development, we do not yet know for sure how they affect a child's learning potential in relation to age. Nevertheless, multidisciplinary research analyses in brain-related areas--visual, auditory, tactile-kinesthetic, etc.-provide clues to a relationship between maturity of the brain and learning and behavior. Vision and hearing, for example, are neuropsychological senses or processes which emerge from the brain. The eyes and ears are, in effect, extensions of the brain. Learning activities that overload these senses may therefore also produce stress of the central nervous system (CNS). For example, much close work by young children usually produces nearsightedness. There is also some support for the belief that anxiety level in school children relates to the development of myopia (p.143).

The Moores do not seem to reject formal schooling, but are at odds with most educators as to when it should begin. As an alternative, they recommend home schooling done in an informal way for the early development of the child's intellectual, physical, social, emotional, and spiritual

growth.

The Moores work with the Hewitt Research Foundation carrying out research on child development and curriculum for home schools. They claim that:

1. Home schools are characterized by parents who have enough concern for their children to take on the task of systematically teaching them.
2. Parents provide a partiality that young children need, but schools cannot allow.
3. Children thrive on routines that involve a few children who share the same family values.
4. The child in the home school daily experiences from ten to a hundred times as many personal adult-to-child responses as he would in a formal school; such responses-along with adult example-mean educational power far more than do books.
5. Without the all-day regimentation of the classroom the child becomes more of a free explorer and thinker than a restricted regurgitator of books, which to him are often more barriers than facilitators of learning.
6. Parents who bring their children with them into the responsibilities of the home turn out independent, self-directed children (1982, p. 372).

The third individual is Bill Gothard, a Protestant evangelist who leads a copyrighted seminar called "Institute in Basic Youth Conflicts" all across the nation. Gothard in his "Advanced Leadership Guide" addresses the issue of education in terms of the parental responsibility. He has declared his organization is in the process of developing a comprehensive curriculum. The organization is now operating a number of pilot projects in Michigan and Ohio on home schooling. Gothard openly advocates home schooling by parents as a fulfillment of the Bible's teaching (Gothard,

1983).

Lastly, James Dobson, a radio evangelist and a child psychologist, has a wide audience he reaches through a daily broadcast called "Focus on the Family" heard on Christian radio stations. In this program, many family related problems are discussed and solutions proposed. As part of his family relationship building, he advocates parental involvement in school work. By implication, he encourages home schooling through his strong emphases on the relationship between the parents and the children. He has written several books to press his points.

Public and private schools, on their part, report declining enrollment, cutting of the budgets, social problems within the school systems, and violence in the classrooms. Sixty Minutes on CBS Television (February 1982) and the article "Educational Reform: The Political Roots of National Risk" (Curriculum Inquiry15:1, 1985) both demonstrate these problems.

PURPOSE

The emphases of this study are: 1) to identify the reasons given by parents as to why they are home schooling their children, and 2) to examine what they think they are accomplishing through home schooling their children.

The primary purpose of this study is to discover the specific reasons parents give for home schooling their children.

SIGNIFICANCE

Although, in recent years home schooling has received media attention, many research problems and questions remain unanswered. One such question is, "How long should parents home school their children for the best effects?" Another one is, "How do parents perceive the future? Are they properly preparing their children to face their personal challenges in later life?"

If children who have been home schooled are monitored by longitudinal research, the adult success or failure will provide clues about the value or detriment of their course of study. Their ability to adjust to society as it is outside the home, and to be self-supporting and useful members in that larger system may be used as criteria for comparison with the public- and private- schooled children. Such research is needed (Moore, 1984).

Values are imparted by teaching. This study is designed to identify the values parents intend to impart to their children by the allocation of their resources and by personal commitment. It is thought that by the example of

their use of time, energy, and money they will attempt to transfer their value system to their children. Especially within the home schooling environment conflicting values are met with direct parental control and direction (Ward, 1981).

Because home schooling has only recently reappeared on the U. S. educational scene, professional educators should be able to gain new insights from this study.

CENTRAL QUESTIONS

The following questions are addressed in this study:

1. What common concerns over ordinary school curriculum are related to the parents' decision to home school?

2. What religious values have motivated parents to chose home schooling?

3. What concerns about their children's social life have motivated parents to choose home schooling?

4. Do these parents have some specific skills which they want to impart to their children which motivated them to choose home schooling?

5. What is the academic aspiration of these parents for their children?

6. What are some of the physical and emotional

problems in their children which have motivated parents to choose home schooling?

7. What are the specific actions taken by par nts which show their commitment to home schooling?

8. Are there any indicators in the backgrounds of these parents which contribute to their motivation for home schooling their children?

THE SUBJECTS

Descriptive methods were used to explore parents' motives and practices.

Out of fourteen hundred families home schooling in three mid-western communities, one hundred families were randomly chosen as a sample. A questionnaire was sent to each selected family.

Specifically, fifty of the families were from Community A, thirty from Community B, and twenty from Community C. Those surveyed from Community A were selected from the local home-schooling organization. The home-schooling parents representing Community B were selected from among members in a different home-schooling organization. Those selected from Community C were members of a branch chapter

of Community A home-schooling organization.

THE QUESTIONNAIRE

Initially, the questionnaire was developed to examine five journalistic questions:

1. Who are the people home schooling?

2. What are the things they are trying to do?

3. Why are they using this alternative?

4. When did they start home schooling?

5. Where are they living?

Seven further questions were used to seek out parents' motives for home schooling. These questions formed the basis of the questionnaire:

1. What motivated the parents to home school?

2. How do the parents see home schooling in relation to their children's needs?

3. What is their strategy to meet these needs?

4. What goals have the parents envisioned?

5. What is the specific curriculum the parents are using to help them attain their goals?

6. What are the activities the parents are employing to fulfill their objectives?

7. What methods of evaluation are they using to determine whether their goal is accomplished?

DEFINITION OF TERMS

1. <u>Home schooling</u> is a type of formal education practiced by parents in their own homes.

2. <u>Home schooled children</u> are school-aged children who are taught by their parents at home.

3. <u>Parental motivation</u> includes any overt or covert reasons parents express for home schooling their children.

4. <u>Curriculum</u> includes decisions regarding what is taught, how it is taught, when it is taught, and the ultimate purpose regarding why it is taught.

LIMITATIONS OF THE RESEARCH

Home schooling, as an area of educational scholarship, does not seem to have developed a theoretical and practical foothold in academic writings. One reason for this is the dominant role of formal schooling in the United States. Home-schooling, as a relatively newly re-discovered mode of childhood education, is undergirded by relatively little scholarly literature. However, writings abound relative to

the parents' role in society, socio-economic factors influencing the child's performance in school, and problems in the present formal school.

Due to the sensitivity of the topic, and the fear people have of being charged with violations of school codes, the researcher was limited to a mail survey and other indirect means of gathering data. The home-schooling organizations, however, were of substantial help as intermediaries. This meant the researcher had no control over the dissemination of the questionnaires.

The mail questionnaire has a limitation in that the respondents' interpretation of the questions are personally perceived and the researcher is unable to explain the questions.

This research involved three mid-western communities. The findings do not necessarily indicate large-scale generalizations of parents' motives for chosing home schooling.

In the following chapters, the issue of why changes occur, the sources of change, and the behavioral level of the individual's motivation for change will be examined through the literature. An exploratory-descriptive approach is used in this study in attempting to answer the preceding questions. By focusing on the sampled home schooling parents in the three communities, tentative conclusions will be

generated from the mail survey data as to why these parents have chosen this mode of educating their children. Although the main emphasis will be on the utilization of the quantitative data, the intention is to describe the causes for the parents' change in their educational social practices.

CHAPTER TWO

Literature Review

Home schooling is an unconventional approach in educating children in the United States. It is a change in social behavior and practice. One aspect of the literature review is to examine the reasons why social change occurs. This includes the theories of social change in historical perspective, the forces which work within those theories, and the school institution as an instrument of social change.

Having looked at theories of social change and forces within those theories, the review will then be directed to social change on the individual level. In the second section of the literature review, motivation as a factor in an individual's behavior in terms of social change, will be addressed. In both cases, the individual in mind is the home schooling parent.

SOCIAL CHANGE

Social change has many definitions. Some of them are

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very broad and others are specific. Some definitions are of

a reformist nature, while others are of a radical type. The

following definitions of social change are relevent to this

research.

> By 'social change' is meant only such
> alterations as occur in social organization-that
> is, the structure and functions of society. Social
> change thus forms only a part of what is
> essentially a broader category called 'cultural
> change'. The latter embraces all changes occurring
> in any branch of culture, including art, science,
> technology, philosophy, etc. as well as changes in
> the forms and rules of social organization (Davis,
> 1950, p. 622).

On a smaller scale social change means:

> ... changes in the characteristics of social
> structures that, though comprised within the
> general system identifiable as a society, do not
> have any immediate and major consequences for the
> generalized structure (society) as such (Moore,
> 1963, p.47).

On the radical side, social change is perceived as an

alteration of previously held political and economic forces.

Those forces are replaced by new political and economic

forces that control the means of production and distribution

(Habermas, 1973).

The concept of charisma was developed by Weber and has

been included in some theories of social change. Charisma

was defined by Weber as:

> a certain quality of an individual
> personality by virtue of which he is set apart
> from ordinary men and treated as endowed with
> supernatural, superhuman, or at least specifically
> exceptional powers or qualities. These are such as

they are not accessible to the ordinary person, but are regarded as of divine origin or as exemplary, and on the basis of them the individual conerned is treated as a leader (Weber, 1947, p. 358).

Social change advocates usually assume: (1) the present state of a given society is either totally undesirable or, at least, not living up to its potential, and (2) something other that the status quo is a desirable goal. To the minds of those advocating change, existing society is less than desirable.

These assumptions can be either explicit or implicit. Take, for example, the assumption that a society is too traditional. This status is found undesirable by many "modern" social planners. At a practical level, it means transforming a "traditionally minded man" into a "modern man.". The socialist will call him "The New Socialist" and the capitalist will label him the "Modern and Educated Entrepreneur" (Foster, 1973).

One social change advocate, Gusfield (1967) identifies seven "modern" misperceptions about traditional societies: (1) traditional societies are necessarily static, (2) traditional societies have a consistent body of knowledge and beliefs, (3) traditional societies are composed of a homogenous social structure, (4) traditional society must be replaced by modern society, (5) the traditional and modern societies are in conflict, (6) the traditional and modern

societies are mutually exclusive, and (7) modernization weakens the traditional society. After identifying these fallacies, Gusfied argues that both the traditional and modern society can co-exist.

Whereas Gusfield wrote in terms of societies, social change advoactes Inkeles and Smith (1974, pp. 19-25) present several assumptions about the modern society which are described in terms of the individual's behavior. They state that a modern person is open to new experience, and thus ready for social change. He has a high level of awareness of his surroundings, forms opinions based on facts, and is oriented toward the future. This person also believes he can control his environment. He believes in public and private practice of performance, trusts the function of the institution, places high value on technical skill and education that builds that skill. He has respect for others and understands the logistics behind producton and industry. By implication, an individual in the traditional society is not functioning at that level.

Dahrendorf combines aspects of both Gusfied, and Inkeles and Smith. For Dahrendorf (1959), social change is part of the inherent characteristics of society because: (1) society is at every point subject to processes of change; social change is ubiquitous, (2) it displays at every point dissensus and conflict; social conflict is ubiquitous, (3)

every element in a society renders a contribution to its disintegration and change, and (4) is based on the coercion of some of its members by others.

THEORIES OF SOCIAL CHANGE

Because home schooling is a change in social practice, it is appropriate to consider several explanations of social change from two basic theoretical positions, transcendental and secular. These, then, are subdivided into three positions of the transcendental: the Christian, the Buddhist, and the Islamic positions: and four in the secular, Greek Cyclic, Darwinian Evolution, Structural-Functionalism, and Marxist Conflict and Dependency (Fagerlind and Saha, 1983).

TRANSCENDENTAL THEORIES OF SOCIAL CHANGE

Throughout human history there have been many attempts to interpret man's reality, his purpose in life, and to solve his problems by transcendental references. This has been accomplished by what is called revelation. From many sources, three perspectives will be cited. They are Christian, Islamic, and Taoist.

Christian Perspective

Christian teaching is based on God's revelation through creation, the personhood of Jesus Christ, and its Holy Scriptures. Social change is perceived by understanding God's plan for humanity. Early Christians spread their belief across most of the Roman world. (Byrne, 1981)

By the fifth century A.D., Christianity had become the state religion of the Roman Empire, though it is questionable that the empire applied the teachings of the faith. Because there was pressure on the Christian community to take a stand on their teaching involving social change, numerous church leaders lost possessions, if not their lives, for what they believed. In the twelfth century, St. Augustine further explained a Christian perception of social change. He expounded that there is only one cycle of social change. It began with creation and Adam, and it would end when Christ returns to judge humanity. This will end the first creation. (Augustine, Confession, VIII. 12) Since that declaration, Christians have entertained this aspect of social change with an "on again, off again" practice. This Christian view of social change dominated European thinkers until the 17th and 18th centuries. Even today, there are Christians who believe that "the will of God" is the force behind the changing material world and society. At a

practical level, the Christian teaching of social change is when a person is committed to the Lordship of Jesus Christ, serves others, and lives a Christian life regardless of the prevailing ideology in the country in which he lives.

Buddhist Perspective

The second transcendental theory is from the Buddhist perspective. In non-European areas of the world, such as China, the concept of change was described by Confucius in terms of "Yang" and "Yin." This was called the "opposites which worked in harmony to rule the world." (Waley, 1939, p. 31) According to the Chinese traditional teaching, Tao leads to great happiness and the Golden Age. The main thinker of this positon was Confucius. (Becker and Barnes, 1961)

Islamic Perspective

The third transcendental theory emerged from North Africa and the Middle East where Islam became the dominant religion through its proponents of social change. Ibn Khaldun, an ancient Islamic scholar, thought that social change followed a flow of order beyond random actions and their results. He believed that nomadic societies which are nomadic aspire to be sedentary city-dwellers who are soft

and not brave. He then concluded that the nomads who become sedentary city dwellers, through invasion of the city, become soft and, in turn, face invasion by yet another set of nomads. He believed social change occured as a result of internal conflicts and an external force which is determined by Allah (Khaldun, 1980, 1394).

SECULAR THEORIES OF SOCIAL CHANGE

The four secular theories are 1) Cyclic, 2) Evolutionary, 3) Structural- Functionalism, and 4) Marxist.

Cyclic

According to this theory, the ancient Greeks thought social change occurred in cyclic form. As one society decayed, another society emerged, and the cycle would continue forever. Aristotle thought that the origin of a state was the family, which expanded into a clan, then a tribe. Many tribes, in turn, formed a state which developed and then decayed as a new state emerged. He observed this as a natural phenomenon (Fagerlind and Saha, 1982).

The modern English historian, Toynbee, makes a general observation about the Persian, Greek, Roman, and British empires following one another according to the Greek cyclic

form of social change   (1948).

Evolutionary

The second theory has its roots in Charles Darwin's theory of evolution which developed from his studies of biology. Today this is known as "The Theory of Evolution by Natural Selection." It revolutionized many old streams of thought reaching far beyond its biological borders. Implied within it is the concept that social change also follows a pattern of evolution. While Darwin never stated this, other thinkers were quick to apply implications of his biological theories to social science. Many assumptions are included in this theory. First of all, it is assumed that evolution or change is natural. Secondly, it assumed that it had a direction, going from the simple to the complex. Thirdly, this theory is imminent, meaning, all living things are going to change. Not only is it imminent, but it is continuous for an unknown period of time. It is a necessary factor. Finally, it goes through uniform causes. The most critical contributor to the idea of evolution in social science was Friedrich Hegel, a German philosopher. He wrote, "The principle of development of social change involves the existence of a latent germ of being waiting to realize itself" (Nisbet, 1969).

A British philosopher and sociologist, Herbert Spencer, built on Hegel's theory of social change. Spencer's definition is as follows: "Evolution is an integration of matter and concomitant dissipation of motion during which matter passes from incoherent homogeneity to a definite, coherent heterogenity, and during which the retained motion undergoes parallel transformation." (Timashelf, 1964, p.32) This theory of evolution failed to answer critical questions such as: How can the particular aspect of social behavior and the level of development of any society effectively be explained in terms of origin? In other words, the theory did not present any basis for explaining the evolutionary steps, which are from simple to complex, in social change. Finally, the events of World War I and World War II closed any hope of a higher form of human evolution (Timashelf, 1964).

Structural-Functionalism

Parsons and Merton (1959), expounded the third theory called, Structural-Functionalism. It used the Theory of Evolution to explain social change. This theory describes society in terms of systems composed of interrelated parts (religion, education, politics, economics, and family structures). These parts seek equilibrium and harmony between themselves. Social interrelationships occur by

consensus of the groups involved. Those activities, which do not fit the normative perception of the group, are seen by the group as pathological. Conflict is perceived as dysfunctional. The whole theory is biased towards the status quo, even though the status quo might be dangerous for the majority. It was later renamed Neo-Evolutionism.

Structural-Functionalism did not deal with specific social change issues, but it triggered the development of two other theories: the Human Capital Theory by Schultz (1961) and the Modernization Theory by Huntington (1976), both of which directly affected formal school expansion.

According to Huntington's theory, a set of five areas of society are to be modernized. They are: institutions, values, behavior, society, and economic development. These changes were to be accomplished through the instrument of education. The casual linkage of these areas is the major weakness of this theory. The assumption that the final point of modernization is economic development is ethnocentric and ideologically construed. (Inkeles and Smith, 1974)

Schultz is an American economist who proposed "The Human Capital Theory" for social change. He stated that education is a productive investment and should not be perceived as a consumed product. His theory assumes educational systems are independent of the society's structure. But according to Jencks this is not so.

Individual attainment is limited by society's form. Political, economic, and social systems discriminate against certain individuals within the society (Jencks, 1979).

Marxist

The fourth secular theory of social change is the Marxist Theory. It is called the Conflict Theory when explained from that point of view, the Dependency Theory when defined from that reference, and the Liberation Theory when described from that aspect (Nisbet 1969). According to Marx, society is polarized into groups of exploiting and exploited individuals. This polarization sets a dynamic of human conflict in motion which motivates social change. His concept of the mode of production has two faces, material and social processing. However, these are two sides of the same coin. Change comes as production and social relations go hand in hand. The Marxist Theory has caused a turn-about for many peoples' thinking, but the practical fruits in results have not yet been so convincing. Many Marxists argue that the theory does not have a weakness, but its application is where the weakness lies. China and The Soviet Union are two major nations which have made the Marxist Theory an integral part of their educational systems (Bowles and Gintis, 1972).

Cardoso (1972) proposed a social change in the context of his own understanding of Dependency Theory. According to his explanation of this theory, metropolises dominate and exploit the countryside. This tension of dominance and dependence exists between nations, regions, and communities. The metropolis propogates exploitation and domination, both by direct means, and by what Frank calls elites who are "Lumpen Bourgeoisis" (Frank, 1972). These refer to governors, all levels of political officers, teachers, and any elite who represent the non-local force. According to this theory, change occurs when the center does not dominate the periphery.

The last secular theory to be examined is the Liberation Theory, often called "Conscientizacao." It presupposes that liberation from economic, political, and social chains comes about when the oppressed are educated about their condition and take the necessary steps to liberate themselves. One evident weaknesses of this theory is its overly optimistic view of education as a social change agent training the oppressed, when the education system is dependent upon the oppressing elite to implement the needed freedom message (Freire, 1972).

THEORY MODELS

Each of the above theories of social change can fit into one of the following models: 1) cyclical, 2) terminal, 3) linear, and 4) spiral (Fagerlind and Saha, 1982).

Cyclical Model

In the cyclical model, the Greek's view of the world is the basis on which the social change was perceived. There is a slight difference in Plato's general cosmic cycle which lasts for thousands of years, and Ibn Khaldun's Islamic view of the repetitive history in which a never-ending conflict is present.

Terminal Model

The second model shows a major ending of a cycle. This is the Christian's traditional position. According to this model, the catastrophic ending of the world and its social systems is perceived as an imminent position.

Linear Model

The third model portrays a linear progression.

Presenting an optimistic view of the future, Structural Functionalists, along with Human Capitalists, perceive hope in human ability. However, that does not always line up with the historical facts of all social changes improving what went before.

Spiral

The fourth model also presents high expectations of the human potential to proceed through different stages of development in order to arrive at some utopian destiny. This includes Dependency and Liberation Theories.

FORCES IN SOCIAL CHANGE

As Caplan and Nelson (1973) explain, within these theories of social change exist forces which exert, many times, a strong influence on the change. For example, such a force might be war or a natural catastrophe. Four of these forces will be discussed because of their particular impact on education and the home schooling movement.

Individual

The first force is an individual. As anyone gains a new

awareness about reality and then demonstrates this awareness, he gathers followers, and finally social change takes place. Illustrations are not hard to find in Karl Marx, Mao Tse Tung, Mohammed, Martin Luther, Martin Luther King Jr., Henry Ford, and other "great" social agents. These people all had a vision, or a personal awareness, which they were able to share in order to influence others, and thereby cause change.

Groups of individuals cause social change. Governments or activist groups within the system are instruments for causing change. An example of this is the Civil Rights Marches in the United States in early 1960 which resulted in new laws. These laws provided black and other minorities new status in the area of political participation. The individual whose awareness and vision inspired this movement was Martin Luther King, Jr. (Hyman, 1972).

Diverse Cultures

The second force for social change is the influence of diverse cultures intermingling in the realms of food, language, art, music, entertainment, and worship. As a result of this intermingling certain practices are adopted while others are rejected. Fifty years ago in the United States it would have been difficult to find a mosque. Today,

they are evident across the country in the metropolitan
areas. This is partly due to the influx of Middle Eastern
peoples who have found accommodation in the American
culture. They have also influenced many Americans to adopt
their belief, particularly among blacks. Other examples are
restaurants of various ethnic groups visable in most cities.
One significant aspect of this cultural integration is seen
in terms of education. Many other subjects other than
foreign language class are now conducted in Spanish. This
practice is gaining acceptance in many schools, especially
in the Southwestern states. At this level, this country
prides itself on being a pluralistic society.

Experiences of Generations

The third force of social change is one generation's
experiences as opposed to the experiences of another. The
past generation may have been encultured primarily by the
home, whereas the next, by an institution. Between
generations the means of production and the social
relationships have been radically altered. Previously,
social mobility was determined by the family, clan, or
tribe, but today that option is often controlled by the
corporations. Parents of the depression period in the United
States (1929-1930) have a financial outlook that many of

their children and grandchildren do not espouse. (1960-1970)

Another generation gap of experience occurs between those who participated in World War II and the generation of the 1980s who have only heard of it (Lovejoy, 1973).

Religious Conversion

Finally, religious conversion is another force for change in society. This may be at an individual or community level where a way of life is adopted because of transcendental revelation. This has an influence on relationships and responses to obligations. Due to challenges of their newly adopted religious teaching, people change one set of values and way of life for another. To clarify this, in the book of Acts 19:17-22, the people of the city of Ephesus burned rejected books of sorcery while accepting the Christian way of living. Mohammed, in the course of his early ministry, was aware of the many idols which the Bedouins in Saudi Arabia worshipped. As part of his ministry, he attempted to teach the people his belief of the one and only creator, Allah (Bockmuehl, 1973).

SCHOOL AS AN INSTRUMENT OF SOCIAL CHANGE

The individual has been observed as a definite factor in social change and that groups affect social change. Now it is necessary to view social change in the light of the leverage of the institution called "school."

Recent concepts of linking formal schooling to social change are influenced by a world view loosely called Humanism. Humanism, at best, is faith in the human effort to determine human destiny. Historically, this developed after the Middle Ages at the beginning of the Enlightenment (La Piere, 1966). Improvement of the human mind became key to Humanism's development. It is now common-place to identify potential powers of the mind's rational thought and ability to discover knowledge about natural laws and natural processes. Greek, Egyptian, and Roman scholars esteemed knowledge and wisdom as a virtue, and the pursuit of it a pleasureable pastime, whereas the men of Enlightenment sought knowledge for the survival and progress of society.

Formal school, as it is seen today, began its function of cultural transmission of society's heritage and science's discovery during the Renaissance. Schooling as an instrument of social change existed before the Renaissance, but the degree and intensity increased after the Enlightenment. (Kneller, 1965)

Cohen (1970) suggests that, about 3000 BC, the training of scribes had already begun in Mesopotamia and Egypt. Those scribes served the religious structure, the state, and the society. Cohen defines school as:

> . . . an institution devoted to instruction, with specialized personnel, permanant physical structures, special apparatus, (books and arts) and stereotyped instruction, a curriculum and rationally manifested objectives (Cohen 1970, p. 56).

According to Cohen, this kind of formal schooling was only available to a restricted segment of those societies.

By Cohen's definition of school, mass schooling in the western industrial societies of England, France, Germany, and the United States had parallel characteristics with those of the ancient societies. The interesting hypothesis of this phenomenon is the state believed an "educated student" made a "Controllable subject." Plato argued, "If the state is to be preserved, it must take care of its young." It must control the education in a state system independent of the whims of parents and the power of wealth, and place the children's training in the hands of teachers more competent and more responsible than the poor schoolmaster in the pedagogue (Castle, 1961, p.81).

Formal schooling emerged, directly flowing from the complexities of the state and the greater needs of society. Kneller (1965) suggests that schooling became an institution to help mold individuals to the already complex society

instead of the traditional family forum. This simple cause and effect linkage seems too simplistic. Durkheim (1977), like Cohen and Kneller, agrees that change in society always preceeds change in the education system. However, Durkheim emphasized "Educational transformation in terms of which they are to be explained... changes in economic spheres have much to do with changes in education" (Durkheim, 1977, p. 166).

Pre-industrial England illustrates one such incident where economics influenced education. She did not have many schools, and the few that functioned catered to training religious leaders and lawyers (Shipman, 1971). The English industrial revolution was not due to British scientific and technological superiority, but was due to the cotton industry and the trans-Atlantic trade with the colonies. As British historian Hobsbawm states, "English education was a joke in poor taste" at the time that early industrial development occured (1977, p. 45).

The social consequence of industrial development, such as greater geographical mobility, breakdown of family structure, children whose parents were not at home, and crisis in urban centers revealed a new set of criminality. The industrial state had to respond with an institution which dealt with neglected children. This was portrayed reflectively by the 19th century novelists, such as

Dickens in his book, <u>Oliver Twist</u>. The institutional church responded with the first Sunday school programs. Thus, the early schools in England were little more than "prisons" where young neglected children were kept while the parents worked in the factories.

In England, from the mid 19th century, the "prisons" became training institutions called schools. Then the schools became the agent of enculturation usurping the function of the parents. The English education system expanded as a result, not as the cause (Young, 1958).

Formal educational expansion movements had their critics who saw the glorified schools as unworthy alchemists. The chemists of the 17th century thought metals' very nature could be changed by repeated meltings. In the same way, many educators felt "ignorance" and "underdevelopment" could be eradicated if people were purified by the schools. School was the "cure" (Illich, 1971 p. 70).

The advent of the capitalistic form of production was the force behind the pedagogical transformation of the individual from an unskilled worker to a skilled worker for the production of goods (Illich, 1971).

These same critics see education as serving three major ends. First, it serves as an agent of political socialization of the young people into the national cultural

institutions. Secondly, it serves as the top agency for selecting and training political, economic, and social leaders of that society. Finally, it also becomes an agent of integration, building a national character (Freire, 1971).

Political socialization of the schools has been defined as "the process by which a person internalizes the norms and values of the political system" (Massialas, 1969, pp. 20-21). According to Torney, the undue investment of faith in the schools' ability for political socialization of the young does not show in the empirical data:

> Nations place great faith in the ability of social institutions, especially schools, to prepare young people for citizenship. The faith is only justified in part, because influences outside the school may also be important, and because sometimes the effects of the school are contrary to what was intended; more importantly, this study shows that nowhere has the system proved fully capable of producing the ideal goal of a well-informed citizenry, with democratic attitudes and values, supportive of government policies, and interested in taking part in civic affairs. Perhaps a hierarchical organization such as the School is not the right setting for inculcating democratic values (certainly school alone cannot accomplish this task). (Torney, 1975, p. 21).

Many societies (capitalistic and socialistic) select their political and economic elite through the educational process rather than through the aristocratic lineage. Years ago, Mills (1956) argued that the United States was controlled by the elite.

In the area of forming national character and the

integration of society, the experience of the colonizers of Africa are a good example. In the British, French, and Italian colonial empires of the early 19th century, main thrust of the training was to provide capable individuals to fill low to middle class-level clerical staff for the colonial organization (Carnoy, 1974).

Even though education has been used to forcefully integrate culturally diversified groups into a national entity, some philosophers do not see strong indications of nations being formed because of education. As in the case of Ethiopia, where a national education program was used to maintain the "indivisability of Ethiopia," the nation is in a deep crisis striving for ethnically orientated dominance (Markakis and Nega, 1974):

> For far too long the values that have guided educational practice have been determined by custom or politics alone. Their validity has gone unchallenged by educational research. Values have had some transcendental existence ascribed to them. (Cooley and Lohnes, 1976, p. 10).

The relationship between educational systems and the overall political system of the nation has some correlation (Apple, 1979).

FUNCTIONS OF SCHOOL FROM TWO PERSPECTIVES

With the above as a background to the expansion of education, two perspectives of school as an instrument of

social change will be reviewed. The first is the Main Stream View (capitalistic) and the second is the Marxist View. Here, ideologies in diametric opposition elsewhere agree on the crucial and absolute role of schools. According to the Main Stream school of thought, education revolutionized human society just as the Industrial Revolution in the 18th century revolutionized Europe.

The main stream proponets see the benifits of schooling as a positive means for social change and mobility. The Marxists criticize contemporary education as a tool used to perpetuate inequalities of the existing class system through the reinforcing of the status quo (Bowles and Gintis, 1976).

MAIN STREAM PERSPECTIVE

Education in the traditional society was generalized as an informal activity vested only in some families. Early educational leaders broke this family vested function and organized it into an institution, elementary, secondary, and universities (Drucker, 1973). The expansion of formal schooling around the world is due to the success of schooling and the expansion of knowledge. Education has contributed to improved economic conditions, quality of life, and the standard of living for those educated.

In the view of Halsey (1962) and Clark (1962), education contributed to the development of democratic thought and the democratization of society. Technological changes have contributed to the expansion of educational opportunities for the lower class. Formal education broke many conservative positions and thoughts by promoting flexibility and change. It became the active agent of social mobility and broke class affiliations. At a higher level, education cultivated critical thinking and developed new ideas and methods.

As Schultz (1961) indicates, at the secondary level schools' benefits are often multi-dimensional. An individual clearly benefits from education. They believe an educated person will do better than the individual who has not attended school. In the United States, a high school diploma holder has a much better chance for employment than the one who does not have one. This is not necessarily true in other countries (Schultz, 1961).

A family and a neighborhood benefit from an individual's going to school. An educated person shares the school culture with those who have not attended school. Neighborhoods where there are no loitering kids feel more secure. The schools keep individual children creatively occupied and out of neighborhood problems (Carnoy, 1974).

Schooling benefits the employer. For high-level

technical work, a trained technician is needed for increasing production. Properly schooled behavior, such as submissiveness, obedience, neatness, and punctuality contribute to the success of the employer (Toffler, 1980).

There are benefits to the society in general. Educated society is a function of educated individuals. Schools help cultivate cultural values which, in turn, keep the society stable.

Education contributes to the knowledge of how to enjoy leisure and provides skill in leisure enjoyment.

Finally, schooling becomes an economic factor where people invest in education with the hope of some dividend. It is a business venture. The schooling is sold as a commodity in the market to the consumer (Schultz, 1961).

MARXIST PERSPECTIVE

In the Marxists' view, according to Althusser (1971), education became an instrument by which the ruling class, in order to survive, had to reproduce its own class (the rulers) while producing goods by the labor class. It follows that the ultimate condition of reproduction is the reproduction of the forces of reproduction and their relation to the ruling class and the ruled class. This means schools are in the process of reproducing managers and

laborers and the necessary behavior in those managers and those laborers.

The reproduction of the labor force is insured by wages which then enable the laborer to sustain himself, to reconstitute his labor power, and to raise the children in whom he reproduces himself. This alone, however, is not sufficient for these children; the newly reproduced children of the laborer must be molded to the complex system of reproduction through schooling. This is done through the state apparatus, called school, which is built by the government and necessary for the ruling class's existence.

Dominant factors in the ideological state apparatus are the family and education, which have replaced the family and the church. In this manner, schools fill children with a certain amount of know-how, which is wrapped in the dominant ideology. The absorption of these attitudes is a prerequisite for stability and relations in reproduction.

In the western industrialized nations, 50-60% of those who finish high school are ejected from the school system and enter producton. The 40-50% who remain in education will continue and join community colleges and labor-intensified institutions in order to become middle level technicians, lower white collar workers, small businessmen, and the bourgeoise. Those who arrive at the summit become agents of repression and of control--soldiers, educators, politicians,

administrators. At each level, the students learn the necessary behavior which suits their destiny (Connel, 1977).

Connel (1977), asked a question, "Why is there a class bias in education?" In answering his own question, he says that the working class children have been given (and have accepted) the answer that they haven't the "brains." If you do not have the "brains," you cannot do well. In this way, the self-legitimizing ideology is a mechanism by which the education system under the hegemony of the ruling class leads its own reproduction (Bowles, 1976).

Marxists see schooling as a necessary social institution. They view the whole educational goal from a socialist world view in which class-based society is unacceptable. Education systems are made to serve the society in training skilled laborers and leaders for the well-being of the society, but are not based on class system. Education in Marxist society does not have the burden of reproducing many classes of educated individuals in the absence of differentiation of reward and status (Bowles and Gintis, 1976).

MOTIVATION AND SOCIAL CHANGE

By virtue of choosing to school their children at home, parents have made a change in their social behavior. The change in the behavior can be examined in terms of motivation.

The topic of motivation is found in many areas of social science. Political scientists, economists, educators, and psychologists consider the topic of motivation from their own perspectives. In this section, the psychologists' conceptualization and interpretation of motivation will be considered from three different emphases. They are the biological factors, the socially learned, and the cognitive factors. The core of motivation study is to determine what causes changes in behavior (Franken, 1982).

Motivation, by broad definition, means those processes which influence the arousal, strength, and direction of behavior (Arkes and Garske, 1982).

MOTIVATION FROM INSTINCTIVE PERSPECTIVE (BIOLOGICAL)

Freud is the key proponent of this perspective. He defines instinctual drive thus:

> as a concept on the frontier between the mental and somatic, as the psychical respresentative of the stimuli originating from within the organism and reaching the mind, as a

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measure of the demand made upon the mind for work
in consequence of its connection with the body
(Freud, 1915, pp. 121-122).

Freud then states, "The aim of an instinct is in every
instance satisfaction, which can only be obtained by
removing the state of stimulation" (Freud, 1915, p. 122).

He further states:

> The object of an instinct is the thing in
> regard to which or through which the instinct is
> able to achieve its aim. It is what is most
> variable about an instinct and is not originally
> connected wtih it, but becomes assigned to it only
> in consequence of being peculiarly fitted to make
> satisfaction possible. The object is not
> necessarily something extraneous: it may equally
> well be a part of the subject's own body. It may
> be changed any number of times in the course of
> the vicissitudes which the instinct undergoes
> during its existence; and highly important parts
> are played by this displacement of instinct
> (Freud, 1915, pp. 122-1233).

As to the source of instinct, Freud says:

> By the source of an instinct is meant that
> somatic process which occurs in an organ or part
> of the body and whose stimulus is represented in
> mental life by an instinct. We do not know whether
> this process is invariably of a chemical nature or
> whether it may also correspond to the release of
> other, e.g. mechanical, forces. The study of the
> sources of instincts lies outside the scope of
> psychology. . . (and). . . is not invariably
> necessary for purposes of psychological
> investigation (Freud, 1915, p. 123).

Motivation, from Freud's psychoanalytical theory, has
two basic foci. They are homeostasis and hedonism. The
former is an organism's (including human beings) "tendency

toward the maintainence of relatively stable internal environment" (Weiner, 1971, p. 10). The later asserts that pleasure and happiness are the chief goals of life (Weiner, 1985). Finally, Freud stated:

> According to our hypothesis human instincts are of only two kinds: those which seek to preserve and unite-which we call "erotic"...-and those which seek to destroy and kill and which we class together as the aggressive or destructive instinct . . . (Marler, 1975, p. 32).

Carl Rogers and Abraham Maslow are two individuals who have interpretated motivation from the biological origin. Rogers labled it selfactualization while Maslow called it "meeting needs."

Rogers formulated his theory of motivation around a single motive which moves the organism progressively toward psychological growth and fulfillment. The motivating force in Rogers' theory is teleological, an ultimate towards which behavior can be directed (Arkes and Garske, 1982).

Rogers recognized the external environment as a crucial element with which the person has to deal, especially the human relationship factor in attaining goals. He also emphasized the uniqueness of every human being which he considered often neglected in personal relationships (Rogers, 1959).

If one is to summarize Rogerian theory of motivation it would include the following: "The actualizing tendency is postulated as the single inherent source of motivation; its

aim is the maintenance and enhancement of the organism. In humans, as the self concept develops, part of the motive becomes a tendency toward self-actualization" (Arkes and Garske, 1982, pp. 117-118).

Maslow delineated five basic needs. In hierarchical order, he defined them as physiological, safety, love, esteem, and actualization. The first four needs are basic, or universal to all human beings, while the fifth is a function of being. He stated that these are the driving forces of motivation (Arkes and Garske, 1982):

> If all the needs are unsatisfied, and the organism is then dominated by physiological needs, all other needs may become simply non-existent or pushed into the background. It is then fair to characterize the whole organism as saying simply that it is hungry, for consciousness is almost completely preempted by hunger . . . The urge to write poetry, the desire to acquire an automobile, the interest in American history. . . are . . . forgotten or become of secondary importance (Maslow, 1943, p.372).

Maslow identified the following as some of the characteristics of a self-actualizing person. They include: (1) greater attention to problems outside themselves, (2) greater independence from culture and environment; self-containedness, (3) greater freshness of appreciaton for a variety of experiences, (4) more profound interpersonal relationships (B-love), and (5) greater creativity (Maslow, 1970).

SOCIAL LEARNING OF MOTIVATION INTERPRETATION

Proponents of this theory do not claim all motivation originates from socially-learned behavior, but do claim the motives of many actions are rooted in learned behavior (Rotter, 1954). The social learning theory of motivation is an attempt to explain human behavior as based on awareness of the possible outcome of an action and making a choice to fit that expectancy. Rotter and Bandura explain human motivation is epitomized in terms of self reinforcement and self-efficacy. They both believe free will is at the root (Walter, 1963).

Social learning theorists do recognize the biological (innate) drive in all organisms, but they claim the basis for some behavior is not the biological urge (Bandura, 1978).

In this theory, perceived information is coded and then translated into behavior. For example, a person observes an activity in progress and the following takes place: (1) Observation and learning are simultaneously happening, (2) As inhibitory effect on what is known occurs about what is being observed, (3) As disinhibitory effect occurs on what is being observed and, (4) The new observed behavior is adopted. In all four steps, there is abstract modeling and actual modeling. In the final observation, this results in

action. The learner is an active processor. (Bandura, 1978).

According to social learning theory, the decision of the parents to home school might be a learned behavior if they themselves were home schooled.

COGNITION THEORY OF MOTIVATION INTERPRETATION

Baldwin describes a cognitive theory of behavior as follows:

> A cognitive theory of behavior assumes that the first stage in the chain of events initiated by the stimulus situation and resulting in the behavioral act is the construction of a cognitive representation of the distal environment. The later events in the chain are instigated, modified and guided by this cognitive representation. The cognitive representation thus acts as the affective environment which arouses motives and emotions, and guides overt behavior toward its target or goal (Baldwin, 1969, p. 326).

Labels and categorical descriptions are aspects of cognition which might explain motive. The way people label actions, events, and persons is often tied to their beliefs, including the cause of behavior (Nisbett, 1966).

Under cognition theory, there is a set of concepts that reveals the process of cognition in explaining motivation.

Set I Attribution

This is one aspect of understanding how people perceive an action and make a conclusion of the possible cause for the action. Even if the given explanation is incompatable with the objectively present fact, the reality that cognition has taken place is evident. (Singer, 1966).

Set II Cognition and Emotion

Schachter and Singer (1966) concluded that the intensity of emotional expression is a function of cognition. For example, high and low arousal level in emotional expression is tied to cognition. An experiment illustrating this is that the heart beat can be controlled by thinking (Kerlier and Coles, 1978).

Set III Cognitive Dissonance

According to this theory, people engage in an activity with effort in order to attain a goal. The goal becomes the attractive end that they want to reach (Cooper, 1980). Further explanation about this concept shows people who are afraid of failure will do some things in order not to fail (Weiner, 1971).

Parents who choose home schooling, according to the cognitive theory of motivation (SET III), might be trying to avoid the failure of their children which in turn would reflect their failure in the social, economic, and political status of the society.

SUMMARY

Home schooling is an action of a set of people within a larger society that exemplifies the characteristics of social change. Social change has been reviewed from many theoretical positions and its possible relationship to change, including home schooling, have been discussed.

Social change, for those who look at it from a transcendental point of view, see it as predetermined. For Christians, Buddhists, and believers of Islam, change is attributed to a source outside of the human realm.

For secular theorists, change is either cyclic or linear. In cyclic change empires rise and empires fall, whereas in linear change empires evolve.

Among the secular theorists, change is perceived in terms of contradictions within the society's institutions, class structures, and interest groups. The conflicts then cause the changes.

The individual within the society is a force that can

bring about change. That which causes the individual to be that force may be due to internal desires that may be part of the biological need, may be a learned behavior, or may be rationally perceived goals that an individual wants to accomplish.

In this review, scholars of social change and motivation agree that changes are imminent, and motives exist behind all social changes. As to the causes of social change, there are many interpretations, just as there are many interpretations of motivation. The purpose of this chapter was to help in understanding home schooling as an aspect of social change and the motivation of those who are involved in these changes.

CHAPTER THREE

DESIGN OF THE STUDY

INTRODUCTION

The background of the study, and the review of the related literature, were presented in Chapters I and II. This chapter deals with the source of the data, a description of the population, the sample selection process, how the data were collected--including the instruments used-- and the analysis procedures followed.

This study is designed to describe and analyze the reasons why parents home school their children. Essentially, the study is descriptive and exploratory in nature.

SOURCE OF DATA

Study Population

In the past ten years, the home schooling movement has become a national issue. Both public and private schools report declining enrollments. The popular press program, Sixty Minutes, (CBS Television) in February, 1982, and

<u>Curriculum Inquiry</u> (1985) have reported extensively about the home schooling movement.

Since the 1960s, one million of the forty-three million school-age children in the U.S. have been home schooled. Over fifty recognized national organizations, and seven international organizations, have come into existence to facilitate the home schooling movement. (Whitehead, 1984; Nisbet, 1982)

Two of these national organizations, and several local home schooling organizations, are located in Michigan. David A. Kallman, an attorney who is considered by many to be an authority on home schooling, stated that, "There are more than 5,000 and probably fewer than 20,000 children presently being home schooled in Michigan." (Author discussion with Kallman)

Home schooling parents, members of three Michigan home schooling organizations, were selected as the study population. Organization "A" is located in a large, urban, industrial community of 600,000 population. Organization "B" is located in an urban community with a large university and a population of 200,000. Organization "C" is located in a large, urban, industrial community of 400,000 population with a large university nearby. These three organizations were selected to assist with the study because they have communication with over 1500 home schooling families. All

the groups participated on a voluntary basis. Organization leaders acted as intermediaries in this study.

SELECTION PROCESS

To ensure as much as possible that the sample was representative of the target population, a random sample of several members of each of the three home schooling organizations was selected. The main purpose for using random sampling techniques is that random samples yield research data that can be generalized to a larger population within margins of error which can be determined statistically. Random sampling is also preferred because it gives the researcher an opportunity to apply inferential statistics to the data. Inferential statistics enable the researcher to make certain inferrences about population values (e.g., mean standard deviation, correlation coefficient) on the basis of obtained sample values.

Therefore, a random sample of home schooling parents was selected from each of the three communities. The number of target population participants from each home schooling organization was determined by a ratio of approximately ten percent of the active home schoolers from each group. "The proportion of subjects randomly selected from each group usually is the same as the proportion of that group in the

target population." (Borg and Gall, 1979, p. 186) On this basis, fifty (50) participants were selected of the six hundred and fifty (650) active home schoolers associated with organization "A". Thirty (30) participants were selected from the three hundred and fifty (350) active home schoolers associated with organization "B". Twenty (20) participants of one hundred and fifty (150) active home schoolers were selected from organization "C". The sample sizes were intentionally kept at the smallest acceptable level in order to conduct the study with as little "fanfare" as possible among home schoolers. As Borg and Gall state, "the size of the sample is usually determined by the minimum number of cases we decide is acceptable in the smallest subgroup." (Borg and Gall, 1979, p. 186) All the participants in the study were selected on the basis of the following criteria: 1) they are currently home schooling their children, 2) they voluntarily responded to the questionnaire designed for this study, 3) they responded within the designated time indicated, and 4) they represented three separate geographical areas of a mid-western state. The respondents were all adults. The respondents were anonymous to the researcher. All the respondents wished to remain unknown because several parents are being prosecuted for home schooling.

DATA COLLECTION

Collection of the data for this study was intended to provide the basis for determining the reasons parents give for opting to home school their children. Data on parent concerns about the educational welfare of their children and attitudes toward traditional educational institutions were collected. Descriptions of the instrument, and procedures related to data collection, will now be presented.

The Instrument

The instrument used to survey home schooling parents was researcher-constructed in an effort to determine the concerns that most influenced parents to home school their children. For the purpose of this study, attitudes and concerns (beliefs) are to be considered interchangeable. As discussed by Best (1959):

> How an individual feels, or what he believes, is his attitude.... The researcher must depend upon what the individual says as to his beliefs and feelings. This is an area of opinion. Through the use of questionnaire, or by getting an individual's reaction to statements, a sample of his opinion is obtained.

According to Borg and Gall, validity tests, "...the degree to which a test measures what it purports to measure...." The instrument constructed to survey the

concerns of home schooling parents can be considered an "informal attitude test." For the purposes of this study, the instrument used to survey home schooling parents is referred to as the <u>Parents Concerns Survey.</u>

The survey instrument was constructed for the purpose of identifying some of the concerns that prompted parents of school age children to home school their children. The instrument focused attention on the following eight central questions:

1. What common concerns about school curriculum are related to parents deciding to home school their children?

2. What are the similarities in religious values that seem to motivate parents to home school their children?

3. What social concerns are common among parents who home school their children?

4. What academic goals are common among home schooling parents?

5. How personally and financially committed are parents to home schooling their children?

6. Is perceived undesirable peer pressure among school age children a concern common to home schooling parents?

7. Is preparing their children for vocations a high priority among home schooling parents?

8. Are there any significant similarities in the academic histories of the parents who are home schooling?

Using the above interrogatives as a guide, one hundred and twenty questions were developed and pre-tested with parents. The pre-test provided space for the respondents to make comments about the questionnaire so they could indicate whether some questions seemed ambiguous to them, whether different questions should be included, what changes would promote clarity of expression, and any other suggestions that could lead to improving the over-all instrument. A brief analysis of the pre-test results was conducted.

As a result of the comments and suggestions of the pre-test participants, the questionnaire was revised and the number of questions reduced in number from one hundred and twenty (120) to eighty-three (83) and the format was finalized (Appendix A).

The Parents Concerns Survey, in final form, (Appendix A) is divided into three groups of questions. These are: 1) parent-focused (Appendix B), 2) child-focused (Appendix C), and 3) school-focused questions (Appendix D). The parent-focused questions are further refined into questions related to: 1) parents' values, 2) parents' goals for their

children, and 3) how the parents perceive their role as related to their children's education?

The child-focused questions were refined to questions that relate to: 1) the child's educational needs, 2) the child's social needs, and 3) the child's spiritual needs.

The school-focused questions address the issues that relate to: 1) curriculum, 2) educational facilities, and 3) parent-perceived social values of educational institutions.

The Parents Concerns Survey also attempts to answer these questions: Is a particular curriculum being used in the home schooling situation? What types of resources, i.e., monies, curriculum materials, etc., are designated for home schooling activities? What are the parents' reasons for home schooling? What are the parents' perceptions of their children's needs? What are the parents' perceptions of educational institutions? Parents' academic and demographic information was also collected.

In many questions, the respondents were asked to respond by selecting one of five choices: (1) Not applicable, (2) Strongly disagree, (3) Disagree, (4) Agree, and (5) Strongly agree. Another group of questions requested a simple "Yes-No" response. A third group of questions requested the participants to write in the concerns which led them to home school their children. The "open-ended" questions were included to provide an opportunity for the

parents to add any concerns that relate to home schooling their children.

The questions of the survey instrument were formatted using a five-page frontal typed design.

Theoretical Background For The Survey Instrument

The survey instrument used in this study includes questions that are related to motivation as a catalyst for change in human behavior, i.e., parents who would ordinarily send their children to educational institutions to be educated have, instead, home schooled their children. According to the Achievement Theory, Atkinson (1970) and McClelland (1970), explain human motivation in terms of expectation, incentive, and emotional anticipation. Rogers (1970) and Maslow (1954) hold to the theory of self-actualization. This theory suggests that human behavior is motivated by an internal drive to fulfill one's desires. Herzberg (1959) has identified two factors regarding human motivation as it relates to meeting needs: 1) extrinsic rewards, and 2) intrinsic satisfaction from recognition.

Concerning the educational needs of school-age children, researchers, who have worked in the field of education, perceive formal schooling as meeting specific needs of the individual learner and society. Bloom (1956)

and Typer (1949) are two such scholars. Tyler views
education as meeting needs and defines needs as, "...the gap
between what is and what should be" (Tyler, 1949, p. 8).
Bloom (1956) views the objective of formal schooling as the
learner's acquiring cognitive skills, affective skills, and
psychomotor skills in order to function in any society. The
curriculum concerns of the survey instrument relate to the
motivations discussed above.

Socialization, as a tool for educating, involves
imparting or teaching a set of implicit and explicit
behaviors to a human being. Psychologists refer to it as
behavior modification; educators call it teaching;
sociologists and anthropologists call it enculturation.
Behavioral psychologist B.F. Skinner, (1970), states that,
"...a science of behavior may be put to use in cultural
design to produce 'happy, informed, skillful, well-behaved,
and productive people." (Skinner, 1970, p. 10) Margaret
Mead, (1956), a cultural anthropologist, has written
extensively on the wholistic enculturation that transpires
in a particular non-industrial society. The focus of her
research was the role of the nuclear family, the extended
family, and the society at large in relation to the
socialization of the child. Karabel and Halsey (1979) state
that:

> To the extent that social hierarchies are
> transformed into academic heirarchies, modern

> educational systems fulfill a function of legitimation that is more and more necessary to the perpetuation of the social order in societies with a complex division of labor (Karable and Halsey, 1979, p. 452).

The survey instrument of this study is designed to examine the concerns of home schooling parents as they relate to institutions of education socializing their children.

The survey instrument also attempts to determine the concerns as they pertain to the religious factors that may have led parents to home school their children. Murphy (1986) suggests that religious or transcendental instruction, which validates and reinforces human behavior, is transferred to children through socially-established institutions, such as the family or religious institutions. Religion, as viewed by Beals and Hoijer (1965), provides an organized picture of the universe and establishes a more or less orderly relationship between man and his surroundings while, at the same time, providing explanations, supportive counseling, and psychological reinforcement. The survey instrument provides an opportunity for home schooling parents to indicate their religious concerns as it relates to their decision to home school.

The intent, then, of the Parents Concerns Survey was to identify concerns that the home schooling parents consider important to their decision to home school their children.

No attempt was made to compare the home schooling parents who reside in different communities, or does there seem to be any evidence to support reasons why the number of responses to the Parents Concern Survey varied from one community to another.

The responses to the Parents Concerns Survey were subjected to the **Pearson's Product Moment Correlation Coefficient Formula** to determine frequency distributions in percentages, single correlations, and multiple correlations.

Data Collection Process

The current study was designed to analyze the responses of home schooling parents as they indicated the reasons for home schooling on a questionnaire distributed to them via several home schooling organizations. During the Fall 1984, three home schooling organizations agreed to randomly select home schooling parents on their rosters who were conducting home schooling during the 1984-85 academic school year. The home schooling organizations were contacted by phone and their cooperation was solicited.

Due to several concerns about governmental home schooling regulations, the organizations' leadership were reluctant to openly discuss the research topic. A personal visit with these leaders produced genuine interest in the

study, along with their cooperation. (Appendix E, F). Given the sensitive nature of the research topic, (some home schoolers have been prosecuted for home schooling their children), the mail survey by a second party was considered less threatening than other survey methods. Two introductory letters accompained each questionnaire (Appendix G). One letter provided instructions to the participants of the study. The home schooling organizations indicated that they were also sent a letter of endorsement for the study. Respondents were requested not to divulge their identity to the home schooling organizations or the researcher.

Fifty questionnaires were sent to parents associated with home schooling organization "A". Thirty questionnaires were sent to parents associated with home schooling organization "B". Twenty questionnaires were sent to parents associated with home schooling organization "C". After approximately three weeks, all the questionnaires that had been received by the home schooling organizations were sent to the person conducting the study.

The data generated by the home schooling parents responses to the questionnaires were then tabulated, computer analyzed, and presented via tables. A limitation of the study would appear to be the percentage of non-respondents to the questionnaire (42%). However, seen organization by organization, only the number of respondents

from one organization seems unacceptably low. To obtain insights into the reasons for these low returns, the researcher interviewed the leadership of each organization. The reasons suggested for non-participation included: fear of legal reprisals, feeling that home schooling was a private matter, suspicious of any organized inquiry into home schooling activities, and being unsure of the "real" purpose of the research questionnaire. The researcher was assured that those who responded (58%) did represent the active home schoolers of their organizations.

DATA ANALYSIS PROCESS

The statistical tool used to analyze the data collected during this study is the <u>Pearson's Product-Moment Correlation Coefficient Formula.</u> This test was designed to make possible group predictions that are accurate enough for the purposes of this study:

> Correlations ranging from .65 to .85 make possible group predictions that are accurate enough for most purposes. As we move toward the top of this range, group predictions can be made very accurately, usually predicting the proportion of successful candidates in selection problems within a very small margin of error. Near the top of the correlation range individual predictions can be made that are considerably more accurate than would occur if no such selection procedures were used. (Borg and Gall, 1979, p. 514)

> The correlational method of analyzing data is used for two major purposes: (1) to explore

relationships between variables, and (2) to
predict scores on a variable from one subject's
score on other variables. (Borg and Gall, 1979, p.
478)

The principal advantage is that it permits
one to measure a great number of variables and
their interrelationships simultaneously. (Borg and
Gall, 1979 p. 477)

The results of the questionnaire survey were analyzed

for: frequency of response to questions asked, the

correlation among variables, and in the responses to the

open-ended question (number 62), the particular results were

coded and frequency of concerns stated by the participants

were analyzed and presented.

Analytical Techniques

The analytical and descriptive techniques used in this

study were of two types: statistical, including frequency

distribution in percentages, single correlation, and

multiple correlation; and content analysis. The statistical

and analytical procedures used in this study are described

in the following sections.

Statistical Techniques

Descriptive or summary statistics were used as

techniques to analyze the data collected from responses to

the Parents Concerns Survey. Descriptive statistics were used to organize and systematize large numbers of responses into more convenient, understandable forms.

Purpose of Tabular Summaries

The purpose of tabular summaries is to provide easily understood and appliable information as to the concerns of the parents who home school their children. These data are presented in percentages and rank by percentage. One of the objectives of the study was to determine the correlations of concerns as indicated by the responses of home schooling parents on the Parents Concerns Survey. The correlation among parents' concerns were thought significant to determine, among other factors, if parents of home schoolers have concerns that warrant their home schooling their children. Analysis of the responses in terms of reliability and validity has been conducted in relation to Borg and Gall's statement concerning acceptable levels of correlations:

> Correlations ranging from .20 to .35 ... show a very slight relationship between the variables, although this relationship may be statistically significant...
> Correlations ranging from .35 to .65 are usually statistically significant beyond the one percent level. With correlations around .50, crude group prediction may be achieved.
> Correlations ranging from .65 to .85...make possible group predictions that are accurate

enough for most purposes. As we move toward the top of this range, group predictions can be made very accurately, usually predicting the proportion of candidates in selection problems within a very small margin of error....

Correlations over .85...indicate a close relationship between the two variables correlated. (Borg and Gall, 1979, pp.359-60)

Generally, the concerns show relationships above the .65 level and according to Borg and Gall, correlations at this level are sufficient for accurate prediction purposes.

The data compiled from the Parents Concerns Survey were entered on prepared charts. The mean response and standard deviation of each response were calculated on the basis of designated values of: 1) strongly agree--numerical value of 4, 2) agree--numerical value of 3, 3) disagree--numerical value of 2, 4)strongly disagree--numerical value of 1, and 5) not applicable--numerical value of 0.

Techniques of Content Analysis

Analysis of data in the study using the techniques of content analysis provided valuable information yielded by responses to certain questions on the survey instrument. Hill and Kerber describe this process in the following manner:

Content analysis research deals with the systematic examination of current information-be it written, spoken, mechanical, or portrayed in art form-to provide data that might be categorically classified and evaluated, and thus

provide a description and interpretation of a
situation or condition not otherwise describable.
(Hill and Kerber, 1967, p. 109)

Based on this definition, content analysis is of value
to researchers in the situation indicated below:

1. describing specific conditions that exist;

2. indicating possible trends or patterns extant
   in the information being analyzed;

3. determining differences between stated
   objectives and the practices that prevail; and

4. identifying attitudes, interests, and
   orientations of people (Gural, 1972).

Related to the above, of particular importance to this
study are points two and four. Data yielded by the survey
instrument indicating possible patterns of responses are
reported. The data gathered via the survey instrument have
been analyzed to determine whether or not parental concerns
changed parental behavior.

Rationale for Analysis of "Open-Ended" Responses

"Open-ended" items provide a frame of reference with
which to react without placing any constraint on the
reaction. They allow flexibility, depth, clarification, and
probing which may reveal significant information not
anticipated by the research design. In this study, question

number sixty-two (62) of the Parents Concerns Survey is an "Open-ended" item. It provides an opportunity for home schooling parents to state those concerns that influenced their decision to home school their children. The responses were examined by four individuals and frequency of concerns was tabulated. These results are presented in Table 14.

Rationale for Particular Groupings of Responses

The collected raw data were entered on a prepared chart. The mean response and the standard deviation of each response was calculated on the basis on the designated value of: 1) strongly agree-4, 2) agree-3, 3) disagree-2, 4) strongly disagree-1, and 5) not applicable-0.

SUMMARY

This chapter on the design of the study focused on the source of data, study population, selection process, data selection, the survey instrument, theoretical background of the survey instrument, data collection process, and data analysis process. The products of the analysis of the data and findings related to the present study form the basis for the next chapter.

CHAPTER FOUR

ANALYSIS OF DATA AND DESCRIPTION OF FINDINGS

INTRODUCTION

The purpose of this chapter is to describe the analytical and statistical techniques that were engaged in order to address the concerns presented in Chapter I.

The data for this study, concerns of home schooling parents, were analyzed in order to identify and report the significant concerns which ultimately led the participants of this study to home school their children. In addition, the data were viewed in terms of their value to the field of education and to those who have an interest in the home schooling movement.

FINDINGS

The findings reported in this section of the study were based on the data compiled from the instruments and the analytical procedures described in Chapter III. The questions presented in Chapter I are related to the findings.

CENTRAL QUESTION NUMBER 1

What common concerns about ordinary school curriculum
are related to the parents' decision to home school?

In this table, the typical school curriculum is
understood in terms of subjects taught (reading, writing,
and arithmetic), and values taught. The following table
displays the parents' responses to curricular issues and
related values.

TABLE 1: School Curriculum Factors Influencing Parents' Decision to Home School

I am home schooling because:	Number	Agree%	Disagree%
Survey Question No:			
6) Schools teach wrong values	56/57	98%	2%
10) I choose subject content	58/58	95%	5%
3) Schools not doing good job	58/58	86%	14%
61) Protect child from biased evaluation	58/58	79%	21%
32) Schools not teaching values as love of God and country	58/58	74%	26%
34) Anti-family values taught	58/58	74%	26%
33) Sex education methodology	58/58	56%	44%
38) School not teaching student his rights & responsibility	58/58	53%	47%
20) I disagreed with school curriculum	58/58	48%	52%
19) School not teaching reading, writing, & arithmetic well	58/58	38%	62%
35) Pornographic literature available in school	57/58	31%	69%
37) "Pledge of Allegiance not taught	58/58	27%	73%
42) School district financially limited	58/58	13%	87%

This cluster of questions refers to moral and cognitive issues. The parents' responses concerning school curriculum factors indicate that they believe unacceptable values were taught, rights and responsibilities were neglected, cognitive skills were poorly taught, poor methodology used when teaching sex education, religious values were overlooked, and an unacceptable evaluation system was used to determine gains in cognitive achievement.

CENTRAL QUESTION NUMBER 2

What are the similarities and dissimilarities in the religious values of the home schooling parents which caused them to home school?

A set of questions was asked on the questionnaire that relate to religious concerns of the home schooling parents that might have caused them to home school their children. Responses are reported in the following table.

Included in this set of responses are: parental convictions about their religious value system, the refusal to allow prayer in public schools, parents wanting to teach the fundamentals of their religion, and personal responsibility for teaching their children.

TABLE 2 Parents' Religious Values Influencing Decision To Home School

I chose to home school because:	Number	Agree%	Disagree%
Survey Question No:			
41) Be primary source of moral & intellectual influence	58/58	91%	9%
50) Teach fundamentals of my religion	58/58	91%	9%
4) Public school morally unhealthy	58/58	90%	10%
39) No absolute rights in moral values in public schools	57/58	82%	18%
40) My religious conviction about teaching my children	58/58	76%	24%
36) Prayer legally forbidden	58/58	50%	50%

The responses to this cluster of questions reveal the parents' desires to impart to their children their personal value system. Therefore, it is a parent-focused cluster of questions.

CENTRAL QUESTION NUMBER 3

What are home schooling parents' concerns about their children's social life which caused them to home school?

The following table provides the responses to questions raised in the instrument to identify parental concerns about the child's social life as a factor in choosing to home school.

Included among this cluster of questions are peer pressure factors, exposure to "wrong" groups of kids, and an exposure to undesirable literature and drugs.

TABLE 3: Socially Perceived Negative Factors Influencing Parental Decision To Choose Home Schooling

I chose to home school because: Survey Question No:	Number	Agree%	Disagree%
6) To protect my child from peer pressure	58/58	88%	12%
45) Children required to start school too early	57/58	82%	18%
24) Of concern about other childrens' influence	58/58	74%	26%
28) Private and public school problems are the same.	58/58	69%	31%
22) Child not receiving enough attention	58/58	60%	40%
29) I disapprove of busing children	58/58	53%	47%
21) My child was bored at school	58/58	41%	59%

According to this table, the parents perceived these concerns as negative social factors: 1) peer pressure, 2) early school enrollment, 3) influence of child's friends, 4) not enough attention from the teacher, and 5) busing. This cluster of questions is focused on the child and potential social negative factors.

CENTRAL QUESTION NUMBER 4

Did these parents have some specific skills which they
wanted to impart to their children which caused them to home
school?

To determine if there were skills which the parents
wished to impart to their children, a set of questions was
asked that focused on the following: how to make decisions,
how to reason, how to analyze, and how to train
for a job.

TABLE 4: Skill Transference As A Factor

I chose to home school to:	Number	Agree%	Disagree%
Survey Question No:			
57) Encourage my child when has difficulty in learning	58/58	98%	2%
58) Emotionally support child in learning activities	58/58	98%	2%
48) Help my child learn how to think and reason	58/58	98%	2%
46) Help my child learn how to make decisions	57/58	98%	2%
47) Help my child learn how to follow directions	58/58	95%	5%
49) Help my child analyze and draw conclusions	58/58	93%	7%

The results of the data analysis as shown in Table 4
strongly indicates parents' concerns about cognitive skills
they wish to teach their children. They include: 1)
thinking, 2) reasoning, 3) making decisions, 4) following

directions, and 5) analyzing and drawing conclusions. This cluster of questions focuses on the child due to the fact that the parent perceives that the child lacks these skills. The parent may or may not be proficient in these particular skills.

CENTRAL QUESTION NUMBER 5

What are the academic aspirations of these parents for their children which might be an incentive for home schooling?

In the following question the parents' aspirations for the future of their children were included in terms of high school completion, college education, and choice of career.

TABLE 5: Parents' Concerns For The Future Of Their Children

I chose to home school to:	Number	Agree%	Disagree%
Survey Question No:			
56) Follow the progress of my child	55/58	100%	0%
60) Help my child select a career	58/58	83%	17%
54) Better prepare him for the job market	57/58	75%	25%
55) Help him mature before he begins high school	58/58	69%	31%
53) Better prepare him for college	58/58	62%	38%
51) Teach a family trade	58/58	33%	67%

Data analysis of the responses to the question above indicate very strong concern about: 1)evaluating the progress of their children, 2) help their children select a career, and 3) help them prepare for the job market. This cluster of questions is focused on the parents, in as much as it includes their aspirations for their children. They

all agree about their concern for the future of their children and want to determine the positive outcome in their lives through home schooling.

CENTRAL QUESTION NUMBER 6

What are some of the physical and emotional disturbances which parents might have noticed in their children which caused them to home school?

Within the questionnaire, parents were asked to respond to specific questions concerning their child regarding withdrawal symptoms and increase of anger.

TABLE 6: Negative Physical And Emotional Experiences Of The Child As A Factor In Choosing Home Schooling

I chose to home school because: Survey Question No:	Number	Agree%	Disagree%
11) My child had emotional difficulty in school	58/58	45%	55%
13) My child became noticeably more angry at home	58/58	35%	65%
14) Child was frequently sick	58/58	27%	73%
12) Child withdrew into self	58/58	26%	74%
16) Child often had nightmares	58/58	8%	92%

This cluster of questions is child-focused, meaning parents are making decisions to home school as a response to that which has happened to their children while attending a typical institution of education.

Even though the responses are in lesser frequency, for some parents, the reasons for home schooling are based on perceived physical and emotional trauma that their child

experienced as a result of being schooled outside of the home.

CENTRAL QUESTION NUMBER 7

What are the specific indicators which show commitment to home schooling on the part of home schooling parents?

On the questionnaire, the parents were asked to indicate which parent does the majority of the teaching, the approximate amount of money they spend per child per year, and what types of home-based educational resource materials, such as encyclopedias, dictionaries, and magazines, are available to their children. Table 7 is divided into three parts: 7-A) Family income and financial home schooling expenditure, 7-B) Curriculum source and supplementary educational resource material, and 7-C) Major teaching person).

TABLE 7-A: Family Income (1984-85) & Financial Expenditure For Home Schooling

INCOME

$15,000 and Under	22% of the Families
$15,000-$25,000	28% of the Families
$25,000-$30,000	17% of the Families
Above $30,000	29% of the Families
Not reported	4% of the Families

FINANCIAL EXPENDITURE PER YEAR PER CHILD

Under $300	78% of the Families
$500-$800	19% of the Families
$1000-$2000	2% of the Families

This table reveals the practical willingness of the parents in terms of the financial expenditures. These are parent-focused data.

TABLE 7-B: Curriculum Source and Supplementary Educational Resource

CURRICULUM SOURCE

Beka Publishers	36%	families
Bob Jones University Press	24%	families
Christian Liberty Academy (school)	21%	families
Rod and Staff Publishers (Mennonite)	19%	families
Omega Publishers	7%	families
Variety of other sources	48%	families

   Some families use more than one source

EDUCATIONAL RESOURCE MATERIAL

Dictionary	100%	families
Magazines	90%	families
Encyclopedia	74%	families
Subscribe to National Geographic	67%	families
World Atlas	57%	families
Daily Newspaper	53%	families

This table reveals the practical aspect of the parents' willingness to purchase educational curriculum and material and their choice of curriculum source. These are parent-focused data.

TABLE 7-C: The Major Teaching Person

MAJOR TEACHING PERSON

Wife	96%
Husband	2%
Grandmother	2%

This table reveals the practical aspect of the home schooling strategy in which one of the parents devotes his/her time to the instruction of the child. These are parent-focused data.

CENTRAL QUESTION NUMBER 8

Are there any indicators in the background of these parents which contributed to their decision to home school their children?

The demographic data solicited specific information, such as, level and type of education (Table 8-A), their residency (Table 8-B), and their church membership (Table 8-C).

TABLE 8-A: Parents' Educational Level and Type

LEVEL OF EDUCATION	Husband	Wife
High School Graduate only	31%	31%
Some College	38%	31%
College Graduate only	14%	24%
Post College Graduate	17%	14%

TYPE OF EDUCATION	Husband	Wife
Private School	14%	5%
Public School	78%	83%
Combination Public/Private	9%	12%
Home Schooled	0%	0%

TABLE 8-B: Residence Location

Families living in Rural area   41%
Families living in Suburban area   29%
Families living in Urban area   24%

TABLE 8-C: Church Membership

Husband   86%
Wife   90%

The demographic data in this table are parent-focused and reveal that none of the parents had been home schooled. These data also reveal that more than sixty six percent (66%) of both the husbands and the wives have had at least some college education. The data reveal that a high percentage of both husbands and wives are members of a church.

SUPPLEMENTARY STATISTICAL TABLES

The following tables present correlational findings. Each table was devised to reveal data-based findings supplied via the analysis of the supplementary questions of the research.

In Table 9, the Pearson's Product-Moment Correlation Coefficient Formula was utilized to determine the relationship of the parents' responses to the various questions raised in the instrument.

The raw data were transfered to computer software and analyzed using Pearson's correlation format for each variable. The necessary steps in finding the mean response, the standard deviation for each response, and the "z"-score were done by computer. (See Appendix H)

> Correlations ranging from .65 to .85 make possible group predictions that are accurate enough for most purposes. As we move toward the top of this range, group predictions can be made very accurately...within a very small margin of error. Near the top of this correlation range individual predictions can be made that are considerably more accurate than would occur if no such selection procedure were used. (Borg and Gall, 1979, p. 514)

The correlation indexes of .60 and above are reported on the variables in Table 9.

TABLE 9

What relationship exists between parents' responses to the various questions raised in the instrument? Correlation Index Of .6 And Above On The Variables(See Appendix J)

CORRELATED VARIABLES   CORR. IN.

survey Question No:

48) Ability to think & reason /49) Analyze &
    draw conclusions   .81

57) Encourage when difficulty learning / 58)
    Support learning program   .80

46) How to make decisions / 49) Analyze & draw
    conclusions   .80

56) Follow progress / 58) Emotionally support
    in learning activity   .70

47) Follow instructions / 48) Think & reason   .70

46) Make decisions / 48) Think & reason   .70

46) Make decisions / 47) Follow instructions   .65

33) Sex education methods / 34) Anti-family values
    taught   .65

53) Better prepare for college / 54) Job market   .65

32) Not teaching values of God & country /
    34) Anti-family values   .64

40) Religious conviction / 50) Teach fundamentals
    of religion   .60

It is difficult to interpret one set of human behaviors as being the direct cause for another set of behaviors, but the responses of these parents to particular questions seem

to have some relationship. The desire to inculcate cognitive skills and religious value elements seems to correlate in a positive, linear, and significant manner. (Borg and Gall, 1979)

TABLE 10

What relationship exists among parents' responses to three clusters of questions in the instrument? (See Appendix I)

To answer this, fifteen questions from the instrument were divided into three variables of five questions each. These variables are: 1) questions relating to parents' desire to participate in the educational process of their children, 2) questions relating to parents' apprehension about what might happen to their chidlren if they were not home schooled, and 3) questions relating to parents' vision for the future of their children. (Appendix J) Mathematically, Pearson's Product-Moment Correlation Coefficient Formula was utilized (Appendix J). The results are reported below.

TABLE 10: Correlation Indicators Of The Three Variables

CORRELATIONS	CORR INDX
Anxiety WITH Participation	0.3575
Participation WITH Aspiration	0.3244
Anxiety WITH Aspiration	0.2503

It is evident from this table that the parents' decision to home school is based on many interrelated causes. The low correlations among this cluster of questions

is important because it suggests that parents who home school are attempting to act on their concerns related to their children's needs. Thus, it would be expected because these parents are meeting their children's needs, that low correlations in these areas would appear.

TABLE 11

Which questions in the instrument did the parents identify as their greatest concerns for home schooling?

TABLE 11: Questions With Highest Percentage Of "Agree" Responses

"AGREE" RESPONSES   PERCENT

Question No.:

58	Emotionally support my child in his learning activity	98%
48	Help my child learn how to think and reason	98%
46	Help teach my child how to make decisions	98%
57	Encourage my child when he has difficulty learning	98%
5	Schools are teaching wrong assumptions & values	98%

Of the 61 questions, the above five reveal an overwhelming consensus of agreement on why these parents have chosen home schooling. It is apparent that the cognative skill development of their children is one of their main concerns, as well as providing emotional support of their child.

TABLE 12

Which questions in the instrument did the parents identify as non-applicable "concern" for home schooling their children?

The following five questions received the highest non-applicable responses.

TABLE 12: Questions With Highest Percentage of "Not-Applicable" Responses

Survey Question No:

NOT-APPLICABLE RESPONSE	PERCENT
30) My child did not like being bused	75%
15) My child had a frequent bed wetting problem	58.6%
18) My child was exposed to drugs	56.8%
51) Teach my child a family trade	44.8%
35) Availability of pornographic literature	44.8%

From the set of sixty one (61) questions, these five received the greatest percent of "non-applicable" responses.

TABLE 13

Which questions in the instrument did the parents identify as definitely NOT the reasons for choosing home schooling?

The following five questions indicate those concerns which did not have a significant influence on parents to home school their children.

TABLE 13 Questions With Highest Percent "Disagree" Response

DISAGREE RESPONSE	PERCENT
42) My school district is financially limited	49%
31) My child hated school	43%
17) My child had a loss of appetite	37.9%
23) Because of physical danger at school as fights	36.2%
19) School not teaching the three "R's"	36.2%

Of the 61 questions, these five questions indicated the concerns which did not have an influence on the parents to home school their children.

TABLE 14

How frequently did home schooling parents express concerns about schooling as they responded to "open-ended" question number sixty two (62).

Question sixty two (62) was included to provide parents with an opportunity to express any concerns not included in the instrument, and to provide them with an opportunity to express their personal reasons for choosing home schooling. The parents' responses are tabulated in terms of frequency of stated concerns and issuses raised.

TABLE 14   Issues and Frequency Of Parents' Written Responses

ISSUES AND CONCERNS	FREQ.
Social concerns for their children (peer pressure)	74
Lack of cognitive skills being taught	48
Religious values not being taught	43
Dissatisfaction with values being taught	42
Negative experiences with the institution	14
For economic reasons	5

The hand-written responses of the parents were categorized into three groups and tabulated. It appears that social concerns (child-focused), cognitive skill development (child/school-focused), and value concerns (parent-focused) were the most frequently expressed concerns.

SUMMARY OF STATISTICAL FINDINGS

The correlational findings indicate a strong desire on the part of home schooling parents to participate in the educational process of their children. Both concerns for cognitive skill development and social issues seemed to be the prominent concerns of home schooling parents. However, the data revealed that the over riding curriculum concern lies in the family and with the religious values which are taught. (Table 1)

It is very interesting that, while home schooling parents reveal many concerns, the correlation between concerns and anxiety is very low. Perhaps these low correlations result because parents of school age children are actively pursuing a means (home schooling) which lowers anxiety and fear.

The "open-ended" responses provided data which correlate significantly with the concerns expressed on other items of the survey instrumemt. Social concerns were the most often expressed. Cognitive skill development is also among the most frequently expressed concerns.

Furthermore, many of the parents' concerns are similar in that they perceive imparting their religious values to their children as a serious responsibility. They acknowledge

the fact that the typical educational institution is not teaching the values they desire for their children.(Table 2)

The home schooling parents perceive the potential social environment outside of the home as dangerous in terms of peer pressure, the lack of adequate adult attention, and the busing of their children. (Table 3)

Home schooling parents perceive the acquiring of cognitive skills, such as thinking, analyzing, synthesizing ideas, and following instructions as necessary for meaningful participation in an industrialized society. The parents feel the present institutions of education are not imparting these skills. (Table 4)

Another concern of home schooling parents centers around their concern for the future of their children. These concerns are revealed in their evaluation of their children's cognitive skill development, and their concerns for their children's career choices. (Table 5)

The data reveal that parents of home schooled children do not believe their children have negative attitudes toward educational institutions. This, therefore, was not a dominent factor for home schooling. (Table 6)

Home schooling parents seem to be committed to the home schooling through the allocation of resource appropriation (Table 7-A), the purchasing of curriculum and educational

resource material (Table 7-B), and designation of personnel (Table 7-C).

From the data, it is evident home schooling parents are educated to the high school level and above. They all have been educated at private or public institutions. None have been home schooled. (Table 8-A) A majority of the families reside in either urban or suburban areas. (Table 8-B)

Table 8-C reveals than a majority of both parents are church members.

In order to check the relationship of the parents' response between the variables of the instrument, correlations were calculated. From these calculations, the cognitive skill development factors and the religious value factors positively correlated. (Table 9)

The data from the Parents Concerns Survey indicated that most of the home schooling parents concerns could be placed in three categories. These are: 1) the parents desire to participate in the educational development of their children, 2) the parents' aspirations for their children's future, and 3) the parents concern about their children's moral values. (Table 10)

SUMMARY

The analysis of data presented in this chapter will form the basis for the Findings, the Conclusions, Implications, and Recommendations to be presented in Chapter Five. The questions posed in Chapter One will be answered on the basis of data that have been presented in this chapter, together with analysis of the Parents Concerns Survey which is located in Appendix J.

CHAPTER FIVE

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

INTRODUCTION

This chapter is divided into three major divisions: SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS. The SUMMARY section reviews the Study Design and Procedures of the study. The FINDINGS are summarized and the CONCLUSIONS of the study are drawn directly from the findings of the study. The RECOMMENDATIONS section applies the implications of the conclusions to a Rationale For Future Research.

SUMMARY OF THE STUDY DESIGN

The study described in this research was designed to analyze the responses collected from home schooling parents using an eighty-three item researcher-constructed questionnaire. There are eight central research questions. All the questionnaire items relate in some way to these central questions. The thesis question is: Why Are Parents Home Schooling Their Children?

After a pre-test and a subsequent revision, the questionnaire was mailed to a sample of a target population in a mid-western state. Upon completion, the questionnaires were returned, analyzed, and the findings reported.

This study was also designed to identify motives that generate change. Pyschologists accept the existence of motives, but of their origin, they disagree. Some claim that motive is part of the individual's natural "make-up" that enhances the individual's tactics of survival. Others claim it is a learned behavior that passes from generation to generation. A third group claims that motivation is a cognitive function of the individual human being wherein the person can learn to respond to survival needs by analyzing and synthesizing many factors that affect survival. One of the goals of this study was to address motivations in an oblique fashion by attempting to identify concerns of parents for their school-age children, which may have motivated them to become involved in home schooling.

The growth of the home schooling movement in the last decade or two indicates that parents who home school are participants in a significant social change. Apparently, the parents who home school are motivated to do so for several reasons. This study was designed to discover, if possible, some of the concerns that may have motivated parents to home school their children.

Due to the nature of the study, and the absence of documented research about the home schooling movement, an exploratory research design was selected. A researcher-developed questionnaire was used to survey home schooling parents. The rationale for instrument development included:

1) Investigating whether the parents were responding to the perceived needs of their own role as parents.

2) Probing whether external factors, such as the typical school curriculum and social environment, were concerns which caused the parents to home school.

3) Attempting to discern whether the parents' hopes and aspirations were concerns that induced the parents to home school their children.

The data collected through the research instrument--The Parents Concerns Survey--were tabulated, analyzed, and reported. Each table was designed to accommodate data pertaining to the the central questions raised in Chapter One. Correlational analyses of the parents' responses were presented in a supplementary table. Demographic data of the home schooling parents were presented in a table by percentages. Of significant importance were the responses to an "open-ended" question (number 62) in which the parents

were asked to state, in their own words, those concerns that caused them to home school their children.

SUMMARY OF THE FINDINGS

The conclusions of this study are based on the findings presented in Chapter IV, and provide the basis for the answers to the central questions posed in Chapter I. It is important to state that these conclusions must be viewed as tentative from this exploratory study. They are the result of a researcher-developed survey instrument employed to obtain data about the concerns that may have caused parents to home school their children. A major outcome has been the raising of questions for further in-depth study.

CENTRAL QUESTION ONE:

What common concerns about ordinary school curriculum are related to the parents' decision to home school?

As the findings reveal, home schooling parents expressed major concerns about the values taught in public educational institutions. The data also indicate a strong desire on the part of home schooling parents to participate directly in the eduational process of their children.

CENTRAL QUESTION 2:

What are the similarities and dissimilarities in the religious values of home schooling parents that caused them to home school?

This question is related to the religious convictions of home schooling parents. The home schooling parents indicate a strong desire to be the primary moral and intellectual influence on their children. They believe it is their religious duty to both impart cognitive skill-training and to communicate the fundamentals of their religion. They indicated that public schools are not teaching the moral values that they uphold. In general, home-schooling parents believe that public schools are morally unhealthy for their children.

CENTRAL QUESTION 3:

What are home schooling parents' concerns about their children's social life that caused them to home school?

There were seven research items clustered around central question three. Eighty-eight percent of the parents surveyed said they are home schooling their children so that the children will not be affected by peer pressure. Eight-two percent felt that public schooling began too soon for most children, e.g., at age five. It is interesting that

75 percent of the parents expressed concern about other children's influence on their children. Sixty-nine percent of the parents' responses indicated that they believed public and private schools have similar social problems. Sixty percent of the parents felt their children did not receive enough attention in public school. Busing was disapproved by 53 percent of the parents, while 41 percent said that their chlidren were bored in public school.

CENTRAL QUESTION 4:

Did these parents have some specific skills which they wanted to impart to their children that caused them to home school?

The tabulations of the responses to questionnaire items related to central question 4 were presented. All six of the questions are related to the parents assisting their children in cognitive skill development, which includes thinking, reasoning, making decisions, following directions, and analyzing and drawing conclusions. The parents responded to four questions at the 98 percent level, while two questions were agreed with by 95 percent and 93 percent respectively. It can be concluded, then, that parents who home school desire to assist their children both emotionally and cognitively.

CENTRAL QUESTION 5:

What are the academic aspirations of these parents for their children that might be an incentive for home schooling?

The question of parental concerns for the future of their children is answered in terms of the attention given to their children's academic progress and selection of a career. Responses to survey item number 56 indicates that 100 percent of the parents follow the educational progress of their children very closely. Evaluation of cognitive skill achievement ranked high on the list of parental concerns. Eighty-three percent of the parents actively take part in selecting a career for their children. Seventy-five percent of the parents home school so as to better prepare their children for the job market. Sixty-nine percent of the parents were home schooling to help their children mature before they entered high school. Sixty-two percent expressed that they thought home schooling would better prepare their child for college. Finally, only 33 percent of the parents were home schooling so that a family trade could be passed to the next generation.

The responses to central question 5 indicate a strong desire on the part of home schooling parents to assist their children with cognitive and career selection skills.

CENTRAL QUESTION 6:

What are some of the physical and emotional disturbances which parents might have noticed in their children that caused them to home school?

The cluster of questionnaire items surrounding central question number 6 are child-focused and deal with the parents' perception of the emotional state of their children. To the statement, "my child had emotional difficulty in school," 45 percent agreed. Item 13 states that, "my child became noticeably more angry at home due to public schooling." Thirty-five percent of the parents indicated that an increase in the anger level of their children was a concern which led them to home school. The low percentage of agreement, 30 percent and less on items pertaining to illness or frequent nightmares, did not seem to affect positively the parents' decision to home school. This cluster of questions is child-focused and responses were from those whose children had attended a typical institution of education before home schooling began.

CENTRAL QUESTION 7:

What are the specific indicators that show commitment to home schooling on the part of home schooling parents?

Home schooling expenditures, curriculum sources and supplementary educational resource material, and major teaching person were items which were considered to be indicators of commitment.

The actual expenditure per year per child varied across those sampled. Seventy-eight percent of home schooling parents spend less than three hundred dollars ($300.00) per year per child. Nineteen percent spend from five hundred dollars ($500.00) to eight hundred dollars ($800.00) per year per child, while 2 percent expend one thousand dollars ($1,000.00) to two thousand dollars ($2,000.00) per child per year.

Concerning curriculum source and supplementary educational resource, more than half of the home schooling parents use curriculum resources published for public comsumption. Some parents use more than one source. Forty-eight percent use a variety of curriculum sources.

Home schooling parents provide a variety of educational resource materials for their children. This portion of the data is parent-focused and reveals that 100 percent of the homes schooling parents provide dictionaries for their

children's use. Ninety percent provide magazines. Encyclopedias are available to 74 percent of the families. The National Geographic is available to 67 percent of the families. A world Atlas is used by 57 percent of the families. Fifty-three percent of the families receive a daily newspaper. The parents seem committed to providing the necessary educational resource materials for their children.

The major teaching person is the "wife," who does 96 percent of the teaching, while the "husband" does two percent, and the "grandmother" two percent. In this sample, a committed, concerned adult is continuously involved in the educational process of the home-schooled child.

CENTRAL QUESTION 8:

Are there any indicators in the background of these parents that contributed to their decision to home school their children.

The majority of home schooling parents are educated at the high school level and above. From their responses, none of the respondents has been home schooled.

Concerning the physical residence of home schoolers, forty-one percent live in rural areas, 29 percent live in suburban areas, and 24 percent of the families live in urban areas.

Ninety percent of the home schooling mothers have membership in a church, whereas 86 percent of the home schooling fathers are members of a local church.

What relationship exists between parents' responses to the various questions raised in the survey instrument? (Appendix I) The data clearly reveal a high correlation as to the importance of the parents' anxiety that their children not only achieve academically, but that they develop cognitive skills that will prepare them for the job market and pursuits in higher education.

An examination of relationships among parents' responses to clusters of questions in the instrument revealed low correlations: .35 - Anxiety with Participation; .32 - Participation with Aspiration; and .25- Anxiety with Aspiration. The conlusion is that, while the correlations of concerns on the part of the parents is high, their anxiety is low because these parents are actually doing something to lessen the anxiety--home schooling the child. In addition, it appears that the parents are determined to participate directly in the education of their children, with their aspirations for their children being secondary factor. The low correlation index between anxiety and aspiration is consistent with the above statement. The parents of the target population have made a decision to participate in the educational process of their children.

The following items were of greatest concern to home schooling parents: "his learning activities, how to think and reason, how to make decisions, when he has difficult learning, and wrong assumptions and values." Ninety-eight percent of the respondents revealed that these concerns were among the highest for the home schooling parents. The conclusion is that home schooling parents are very anxious about the educational welfare of their children.

The following items were not significant concerns to home schooling parents: busing to achieve racial balance of classes, frequent bed wetting, exposure to drugs, passing on a family trade, and exposure to pornographic literature.

The following items were not concerns of home schooling parents: the public schools are financially limited, my child hated school, my child had a loss of appetite, my child is in physical danger at school, and schools are not teaching reading, writing, and arithmetic.

CONCLUSIONS

These parents are not opposed to education for their children. They have made their own provision for education through their home schooling activity. It appears that their dissatisfaction lies in the school's curriculum and the atmosphere surrounding the school.

Specifically, what these parents desire is for their children to be taught their religious values and cognitive skills. These, they perceive, are essential for the success of their children.

The public is well informed through the national and local media of the many problems existing in the educational institutions. Many parents are expecting the answers to these problems to come from the institutions themselves. The parents from this survey were not willing to wait for eventual solutions, but decided to personally take the responsibility into their own hands and educate their children at home.

As the United States cultivates and accomodates a more pluralistic value system, certain segments of the society with specific religious values find their position to be undermined. As a result of this, they resort to private solutions. Not only do they wish to maintain their value system, but they desire to propagate it to the generation to come. For the parents of this survey, home schooling their children seems to be an answer.

Social concerns (peer pressure being a main one) are most important to home schooling parents, with the lack of cognitive skills, religious values, and negative experiences with educational institutions being of equal concern. Economics were the least frequently stated concerns.

There are numerous concerns that have encouraged parents to home school their children. The three most prominant concerns are: the parents eagerness to participate in the education process of their children, the parents aspirations for their childrens' success, and the anxiety on the part of home schooling parents expressed via these responses to the concerns indicated on the survey instrument.

Probably the most important conclusion drawn from this study is that home schooling parents are declaring that existing educational institutions do not meet their expectations. Therefore, they are creating an alternative—home schooling. They are not against education, per se, but are concerned about the negative social atmosphere that they perceive is in most public educational institutions.

The home schooling movement is more of a questioning of the performance of the educational institution than it is a new innovation in the educational process.

RECOMMENDATIONS FOR FURTHER STUDY

Based on the results of this study, the following questions are recommeded for further study:

1. Can any benefits of home schooling be identified which could not otherwise be gained through an alternate means of education (longitudinal study).

2. Do home schooling parents have concerns that ultimately affect the schooling of their grandchildren? In other words, does the number of grandparents teaching home schoolers increase as the second generation of those home schooled emerges?

3. What academic achievement patterns are there that might emerge from an in-depth study of home schooled children?

4. How do the concerns of home schooling parents about their children and their education compare with the concerns of non-home schooling parents?

5. How do the teaching methodologies used by home schoolers contrast with those of persons professionally trained in teaching methodology-- specifically, teachers who are teaching in public schools?

6. What are the life achievements of the home schooled in contrast to the life achievements of those from a comparable population of non-home schooled persons?

PERSONAL OBSERVATIONS

Perhaps the burgeoning of the home schooling movement demonstrates one of the most important characteristics of a democratic society, e.g., individuals can "do" something about that which concerns them. Research of educational institutions reveals that the individual differences of students within these institutions are often neglected for the expediency of mass, uniform education. It would appear that the low ratio of educator to student in the home schooling situation could provide opportunities to meet some of those individualized instructional needs. Probably the most important aspect of the home schooling phenomenon is that it provides an opportunity for both parents and children to interact with one another in most areas of life--especially, the teaching of spiritual values.

It is apparent that when some families in a society are in crisis, they present a major social concern. In the midst of this crises, the fact that these parents have made the decision to home school their children is a positive factor for which they should be commended. In addition, when the trend is for many women to pursue their careers while earning a living, home schooling mothers have "forfeited" this option in order to devote their time and energy to

educating their children. For this, also, they are to be commended.

Throughout the world, the dominant mode of socializing a child is still the family institution. In the industrialized countries, institutions, such as schools, have been the primary socializing agent. Perhaps the home schooling movement could cultivate positive relationships between parents and children. These types of relationships are predicated in the Old Testament when it states:

> And He shall turn the heart of the fathers to the children, and the heart of the children to their fathers, lest I come and smite the earth with a curse (Malachi 4:6; King James Version).

APPENDICES

DIRECTIONS: Please answer all the questions by circling the abbreviation which best indicates your thought.

	Not Applicable	Strongly Disagree	Disagree	Agree	Strongly Agree
I. I have chosen home schooling because:					
1. I love teaching	NA	SD	D	A	SA
2. I want to teach my own children	NA	SD	D	A	SA
3. I am dissatisfied with schools not doing a good job	NA	SD	D	A	SA
4. public school is morally unhealthy for my children	NA	SD	D	A	SA
5. schools are teaching wrong assumptions and value	NA	SD	D	A	SA
6. I like to protect my children from peer pressure	NA	SD	D	A	SA
7. I am convinced it is my responsibility	NA	SD	D	A	SA
8. it is my legal right to teach my own children	NA	SD	D	A	SA
9. I feel responsible for what happens to my children	NA	SD	D	A	SA
10. I am able to teach my children as well as anyone	NA	SD	D	A	SA
11. my child had emotional difficulty in school	NA	SD	D	A	SA
12. my child was withdrawing into himself	NA	SD	D	A	SA
13. my child was becoming noticeably more angry at home	NA	SD	D	A	SA
14. my child was frequently sick	NA	SD	D	A	SA
15. my child had a frequent bed-wetting problem	NA	SD	D	A	SA

I have chosen home schooling because:

	Not Applicable	Strongly Disagree	Disagree	Agree	Strongly Agree
16. my child had frequent nightmares	NA	SD	D	A	SA
17. my child had a loss of appetite	NA	SD	D	A	SA
18. my child was exposed to drugs	NA	SD	D	A	SA
19. the school was not teaching reading, writing, and arithmetic adequately	NA	SD	D	A	SA
20. I did not agree with the school curriculum	NA	SD	D	A	SA
21. my child was bored at school	NA	SD	D	A	SA
22. my child was not receiving enough attention from the teacher	NA	SD	D	A	SA
23. of physical danger at school such as fights, kidnapping, etc.	NA	SD	D	A	SA
24. I was concerned about the influence his friends had on him at school	NA	SD	D	A	SA
25. my child was mixing with undesirable children	NA	SD	D	A	SA
26. financial pressure to provide clothing, etc. which I felt I could not afford	NA	SD	D	A	SA
27. the alternative, a private school, is too expensive	NA	SD	D	A	SA
28. private schools have the same problems as public schools	NA	SD	D	A	SA
29. I disapprove of busing children	NA	SD	D	A	SA
30. my child did not like being bused	NA	SD	D	A	- SA
31. my child hated school	NA	SD	D	A	SA
32. schools are not teaching important values such as, love of God and country	NA	SD	D	A	SA
33. of the way sex education is taught	NA	SD	D	A	SA
34. anti-family values are being taught	NA	SD	D	A	SA

I have chosen home schooling because:

		Not Applicable	Strongly Disagree	Disagree	Agree	Strongly Agree
35.	of the availability of pornographic literature in school	NA	SD	D	A	SA
36.	prayer is legally forbidden in public schools	NA	SD	D	A	SA
37.	public schools do not teach the "Pledge of Allegiance"	NA	SD	D	A	SA
38.	the public school does not teach to the student his rights and responsibilities	NA	SD	D	A	SA
39.	in the public school there are no absolute rights to moral values	NA	SD	D	A	SA
40.	of my religious conviction about teaching my children	NA	SD	D	A	SA
41.	I want to be the primary source of moral and intellectual influence in my child's life	NA	SD	D	A	SA
42.	my school district is financially limited and therefore unable to provide satisfactory programs	NA	SD	D	A	SA
43.	my child was unable to attend a neighborhood school	NA	SD	D	A	SA
44.	I am able to select the content for the various subjects	NA	SD	D	A	SA
45.	the government requires children to start school too young	NA	SD	D	A	SA

II. I have chosen home schooling in order to:

46.	help my child learn how to make decisions	NA	SD	D	A	SA
47.	help my child learn how to follow instructions	NA	SD	D	A	SA
48.	help my child learn how to think and reason	NA	SD	D	A	SA
49.	help my child analyze and draw conclusions	NA	SD	D	A	SA
50.	teach the fundamentals of my religious beliefs	NA	SD	D	A	SA
51.	teach a family trade	NA	SD	D	A	SA

I have chosen home schooling in order to:

		Not Applicable	Strongly Disagree	Disagree	Agree	Strongly Agree
52.	be able to discipline my child when I think he needs it	NA	SD	D	A	SA
53.	better prepare him for college	NA	SD	D	A	SA
54.	better prepare him for the job market	NA	SD	D	A	SA
55.	help him mature before he begins high school	NA	SD	D	A	SA
56.	closely follow the progress of my child	NA	SD	D	A	SA
57.	encourage my child when he has difficulty learning	NA	SD	D	A	SA
58.	emotionally support my child in his learning activities	NA	SD	D	A	SA
59.	teach my child a right political ideology	NA	SD	D	A	SA
60.	help my child select a career which suits him	NA	SD	D	A	SA
61.	protect my child from unfavorable evaluation by the school	NA	SD	D	A	SA

62. Please list three to five reasons for home schooling in your own words:

a._____

b._____

c._____

d._____

e._____

III. Please complete the following:

63. Number of children in the household _____Boys _____Girls

64. Number of children home schooled _____Boys _____Girls

65. Ages of children who are home schooled a.___ b.___ c.___ d.___ e.___

66. Is your home schooled child physically handicapped? ___Yes ___No

67. Check the program(s) which your children watch on TV

Mr. Rogers   __Frequently   __Occasionally   __Never
Sesame Street   __Frequently   __Occasionally   __Never
3-2-1 Contact   __Frequently   __Occasionally   __Never
Nature (PBS)   __Frequently   __Occasionally   __Never

70. From which sources do you obtain your teaching materials?
Please name the school or the publishers.

__Christian Liberty Academy   __Rod and Staff   __Beka
__Bob Jones   __Omega   __Others_____

71. Who is the main teacher?   __Husband   __Wife   __Both

72. Home schooling costs, per child
___$300 or less   ___$500-800   ___$1000-1200   ___More

73. Check the following reading resources which you have in your home.
__Dictionary   ___World Atlas
__Encyclopedia   ___Daily Newspaper
__National Geographic   ___Other Magazines

74. Age of husband____.   Age of wife____.

75. Educational level of
Husband ___High school grad.   ___Some college   ___College grad.   ___Post grad.

76. Wife   ___High school grad.   ___Some college   ___College grad.   ___Post grad.

77. Type of schooling husband attended   ___Public   ___Private   ___Combination
___Home schooled

78. Type of schooling wife attended   ___Public   ___Private   ___Combination
___Home schooled

79. Home location is ___Urban   ___Suburban   ___Rural

80. Home is ___Owned   ___Rented

81. Church Affiliation
Husband   Member of a local church: ___Yes   ___No
Wife   Member of a local church: ___Yes   ___No

82. 1984 income of the family was
___$15000 & under   ___$15-25,000   ___$25-30,000   ___Above $30,000

83. Employment
Husband   ___Full time   ___Part time   ___Unemployed
Wife   ___Full time   ___Part time   ___Unemployed

APPENDIX B

Parent Focus Questions

I. I have chosen home schooling because:

1. I love teaching.

2. I want to teach my own children

7. I am convinced it is my responsibility

8. It is my legal right to teach my own children

9. I feel responsible for what happens to my children

10. I am able to teach my children as well as anyone

26. Financial pressure to provide clothing, etc, which I felt i could not afford

27. The alternative, a private school, is too expensive

40. Of my religious conviction about teaching my children

41. I want to be the primary source of moral and intelectual influence in my child's life

44. I am able to select the content for the various subjects

II. I have chosen home schooling in order to:

46. Help my child learn how to make decisions

47. Help my child learn how to follow instructions

48. Help my child learn how to think and reason

49. Help my child analyze and draw conclusions

50. Teach the fundamentals of my religious beliefs

51. Teach a family trade

52. Be able to discipline my child when I think he needs it

53. Better prepare him for college

54. Better prepare him for the job market

55. Help him mature before he begins high school

56. Closely follow the progress of my child

57. Encourage my child when he has difficulty learning

58. Emotionally support my child in his learning activities

59. Teach my child a right political ideology

60. Help my child select a career which suits him

APPENDIX C

Child Focus Questions

I. I have chosen home schooling because:

6. I like to protect my children from peer pressure

11. My child had emotional difficulty in school

12. my child was withdrawing into himself

13. My child was becoming noticeably more angry at home

14. My child was frequently sick

15. My child had a frequent bedwetting problem

16. My child had frequent nightmares

17. My child had a loss of appetite

18. My child was exposed to drugs

30. My child did not like being bused

31. My child hated school

II. I have chosen home schooling in order to:

61. Protect my child from unfavorable evaluation by the school

APPENDIX D

School Focus Questions

I. I have chosen home schooling because:

3. I am dissatisfied with schools not doing a good job

4. Public school is morally unhealthy for my children

5. Schools are teaching wrong assumptions and values

19. The school was not teaching reading, writing, and arithmetic adequately

20. I did not agree with the school curriculum

21. My child was bored at school

22. My child was not receiving enough attention from the teacher

23. Of physical danger at school such as fights, kidnapping, etc.

24. I was concerned about the influence his friends had on him at school

25. My child was mixing with undesireable children

28. Private schools have the same problems as public schools

29. I disapprove of busing children

32. Schools are not teaching important values such as love of God and country

33. Of the way sex education is taught

34. Anti-family values are being taught

35. Of the availability of pornographic literature in school

36. Prayer is legally forbidden in public schools

37. Public schools do not teach the "Pledge of Allegiance"

38. The public school does not teach to the student his rights and responsibilities

39. In the public school there are no absolute rights to moral values

42. My school district is financially limited and therefore unable to provide satisfactory programs

43. My child was unable to attend a neighborhood school

45. The government requires children to start school too young

914 B Cherry Lane
East Lansing, MI 48823
July 19, 1985

Dear Dr.

My name is Mamo Dibaba, and I am a graduate student at
Michigan State University in the College of Education.
We met once in the spring of '83 at Holt, Michigan,
when you discussed home schooling issues.

In the fall of 1984 I was at .. . ... in your office
requestion co-operation regarding a research I am doing
on home schooling. Your secretary expressed a willing-
ness to receive the questionnaires, disseminate them,
collect them, and return them to me. I would like the
questionnaires sent to families in and around Ann Arbor.
I will cover any expense the office incurs in this
project.

Now my proposal and questionnaires have been approved,
and I am ready for your help. I think an endorsement
letter from your office as to who I am and what I am
doing with the questionnaires will greatly facilitate
the response of the families. I believe many home
schooling parents are apprehensive about giving infor-
mation, and I understand the situation. Please read my
cover letter about me.

If you have any questions, you may reach me at (517)355-8201.

Sincerely,

Mamo Dibaba

(Mr.) Mamo Dibaba

APPENDIX F

914 B Cherry Lane
East Lansing, MI 48823
July 16, 1985

Dear .

Thank you for the phone conversation we had and your will-
ingness and commitment to help me in this project.

1) If it works, I would appreciate it if you asked the parents
who come to the camp to fill the questionnaires there.
(Approximately 30)

2) For the remainder, I will leave those for you to send.
)Approximately 20)

3) I believe the cover letter you write on my behalf is
a crucial factor as to how people will respond to my
request. All information is confidential and will be
anonymous. There are to be NO names on any of the
papers.

4) I am enclosing $30.00 for the initial expense and will
reimburse you for any added expense.

5) I would like you to be one of those who fill the form.

I look forward to hearing from you and greatly appreciate
your help.

Sincerely,

Mamo Dibaba

914 B Cherry Lane
East Lansing, MI 48823
July 16, 1985

Dear Home Schooling Parent:

My name is Mamo Dibaba. I am a student at Michigan State
University.

I am writing this letter seeking your assistance for a
research that I am doing on home schooling. This research
is part of the requirement towards a degree.

My wife and I have been home schooling our three children,
ages 14, 12, and 10, for the past six years.

I would appreciate it if you would please fill the question-
naires and send them to INCH. (Self-addressed envelope
enclosed) All the information is confidential and will be
reported anonymously. DO NOT put your name on any of the
forms.

If you are interested in the outcome of this research, the
summary and findings will be sent to INCH for your informa-
tion.

I would like to express my appreciation to you for con-
sidering my request and filling the questionnaires.

Sincerely,

(Mr.) Mamo Dibaba

APPENDIX H

Fifteen questions relating to Table 9

I. Questions indicating parents' eagerness to participate in children's education.

1. I want to teach my own children.

2. Because of my religious conviction about teaching my children.

3. I want to be the primary source of moral and intellectual influence in my child's life.

4. I want to be able to discipline my child when I think he needs it.

5. I want to encourage my child when he has difficulty learning.

II. Questions indicating parents' anxiety and fear for and about their children.

1. Public school is morally unhealthy for my children.

2. I like to protect my child from peer pressure.

3. My child was exposed to drugs.

4. My child was mixing with undesireable children.

5. Protect my child from unfavorable evaluation by the school.

III. Questions indicating parents' aspirations for their children.

1. Help my child learn how to make decisions.

2. Help my child learn how to follow instructions.

3. Help my child learn how to think and reason.

4. Better prepare my child for college.

5. Better prepare my child for the job market.

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Subject	Participation Eagerness W	Aspiration X	Anxiety Y	Standardized Z Scores Z(W)	Z(X)	Z(Y)	Z Cross Products Z(Y)*Z(W)	Z(Y)*Z(X)	Z(W)*Z(X)
1	0.40	1.00	1.50	-2.51	-0.61	0.64	-1.60	-0.39	1.54
2	1.50	1.60	1.67	-0.04	0.44	0.65	-0.03	0.37	-0.02
3	2.00	2.00	2.00	1.09	1.14	1.28	1.39	1.46	1.23
4	1.60	1.00	1.67	0.19	-0.61	0.65	0.16	-0.52	-0.12
5	2.00	0.20	3.00	1.09	-2.01	2.57	2.80	-5.19	-2.19
6	1.00	0.20	-0.60	-1.16	-2.01	-2.07	2.40	4.17	2.34
7	1.20	2.00	1.00	-0.71	1.14	-0.01	.00	-0.01	-0.81
8	1.00	1.00	0.00	-1.16	-0.61	-1.30	1.50	0.80	0.71
9	2.00	1.00	0.20	1.09	-0.61	-1.04	-1.13	0.64	-0.67
10	1.00	1.60	0.60	0.64	0.44	-0.52	-0.33	-0.23	0.28
11	2.00	1.20	-0.20	1.09	-0.26	-1.55	-1.69	0.41	-0.29
12	1.00	1.40	2.00	0.64	0.09	1.28	0.82	0.11	0.06
13	1.75	1.20	1.50	0.52	-0.26	0.64	0.34	-0.17	-0.14
14	0.40	1.60	0.40	-2.51	0.44	-0.78	1.95	-0.34	-1.09
15	1.00	1.00	0.75	0.64	-0.61	-0.33	-0.21	0.20	-0.39
16	0.60	0.00	0.00	-2.06	-0.96	-1.30	2.67	1.25	1.98
17	1.00	1.25	1.00	0.64	-0.18	-0.01	.00	.00	-0.11
18	1.50	2.00	1.67	-0.04	1.14	0.65	-0.03	0.77	-0.04
19	1.33	1.00	1.40	-0.41	-0.61	0.51	-0.21	-0.31	0.25
20	2.00	2.00	2.00	1.09	1.14	1.28	1.39	1.46	1.23
21	2.00	1.80	2.00	1.09	0.79	1.28	1.39	1.01	0.85
22	1.00	1.00	0.67	-1.16	-0.61	-0.44	0.50	0.27	0.71
23	1.60	0.20	1.00	0.19	-2.01	-0.01	.00	0.01	-0.38
24	1.00	1.00	0.40	0.64	-0.61	-0.78	-0.50	0.48	-0.39
25	2.00	1.25	1.20	1.09	-0.18	0.85	0.27	-0.04	-0.19
26	1.00	1.80	2.00	0.64	0.79	1.28	0.82	1.01	0.50
27	1.00	0.20	0.67	0.64	-2.01	-0.44	-0.28	0.88	-1.28
28	1.00	1.00	1.20	-1.16	-0.61	0.85	-0.89	-0.15	0.71
29	1.33	1.00	-0.20	-0.41	-0.61	-1.55	0.64	0.75	0.25
30	2.00	2.00	2.00	1.09	1.14	1.28	1.39	1.46	1.23
31	1.00	1.60	0.40	0.64	0.44	-0.78	-0.50	-0.34	0.28
32	1.50	2.00	-0.40	-0.04	1.14	-1.81	0.07	-2.06	-0.04
33	2.00	2.00	0.40	1.09	1.14	-0.78	-0.85	-0.89	1.23
34	2.00	2.00	2.00	1.09	1.14	1.28	1.39	1.46	1.23
35	1.20	1.00	0.20	-0.71	-0.61	-1.04	0.74	0.64	0.44
36	2.00	2.00	2.00	1.09	1.14	1.28	1.39	1.46	1.23

	Participation Eagerness	Aspiration	Anxiety	Standardized Z Scores			Z Cross Products		
Subject	W	X	Y	Z(W)	Z(X)	Z(Y)	Z(Y)*Z(W)	Z(Y)*Z(X)	Z(W)*Z(X)
37	2.00	2.00	-0.40	1.09	1.14	-1.81	-1.97	-2.06	1.23
38	1.60	1.00	1.67	0.19	-0.61	0.85	0.16	-0.52	-0.12
39	2.00	1.50	1.20	1.09	0.26	0.25	0.27	0.07	0.28
40	1.00	1.00	1.00	-1.16	-0.61	-0.01	0.01	.00	0.71
41	1.40	2.00	1.00	-0.26	1.14	-0.01	.00	-0.01	-0.30
42	1.80	2.00	2.00	0.64	1.14	1.28	0.82	1.46	0.72
43	1.00	1.00	0.67	-1.16	-0.61	-0.44	0.50	0.27	0.71
44	1.80	2.00	1.20	0.64	1.14	0.25	0.16	0.29	0.72
45	1.60	0.60	0.00	0.19	-1.31	-1.30	-0.24	1.70	-0.25
46	1.00	2.00	0.67	-1.16	1.14	-0.44	0.50	-0.50	-1.32
47	0.80	0.60	0.67	-1.61	-1.31	-0.44	0.70	0.57	2.11
48	1.00	0.20	0.33	-1.16	-2.01	-0.87	1.00	1.74	2.34
49	1.60	1.00	1.00	0.19	-0.61	-0.01	.00	.00	-0.12
50	1.00	1.00	1.00	-1.16	-0.61	-0.01	0.01	.00	0.71
51	1.00	1.80	0.75	-1.16	0.79	-0.33	0.38	-0.26	-0.91
52	2.00	2.00	2.00	1.09	1.14	1.28	1.39	1.46	1.23
53	1.50	2.00	0.50	-0.04	1.14	-0.65	0.02	-0.74	-0.04
54	1.20	2.00	1.25	-0.71	1.14	0.32	-0.23	0.36	-0.81
55	1.33	1.60	0.25	-0.41	0.44	-0.97	0.40	-0.43	-0.18
56	1.80	1.33	1.00	0.64	-0.03	-0.01	.00	.00	-0.02
57	2.00	2.00	1.75	1.09	1.14	0.96	1.04	1.09	1.23
58	1.20	0.80	1.67	-0.71	-0.96	0.85	-0.61	-0.82	0.68
SUMS	87.95	70.33	58.25	.00	.00	.00	20.73	14.52	18.82
AVERAGES	1.52	1.25	1.00						
STD DEV.	0.4455	0.5711	0.7751						

CORRELATIONS:
Anxiety with Participation [Z(Y) with Z(W)]	0.3575	
Anxiety with Aspiration [Z(Y) with Z(X)]		0.2503
Participation with Aspiration [Z(W) with Z(X)]			0.3244

TABLE 9 A supplementary table in which the findings of the responses of the 58 families on the 61 question were calculated. This table was made to reveal the mean response and the standard deviation of each response. The values designated are "strongly agree" is five, "agree" is four, "neutral" is three, "disagree" is two, and "strongly disagree" in one.

TABLE 9 Home schooling analysis correlation among 61 variables

Variable	Cases	Mean	Std Dev
Q 1	58	3.4310	.9932
Q 2	58	4.4310	.7972
Q 3	58	4.3103	.9216
Q 4	58	4.5000	.8219
Q 5	58	4.6379	.6127
Q 6	58	4.2241	.8992
Q 7	58	4.5000	.7780
Q.8	58	4.5690	.7282
Q 9	58	4.8276	.4246
Q 10	58	4.3448	.7387
Q 11	58	3.3103	1.1115
Q 12	58	2.9655	1.0591
Q 13	58	3.1724	1.1261
Q 14	58	2.9655	1.0591
Q 15	58	2.5690	.8401
Q 16	58	2.7069	.8379
Q 17	58	2.5862	.7501
Q 18	58	2.7414	.8284
Q 19	58	3.1552	1.1818
Q 20	58	3.3793	1.0895
Q 21	58	3.3103	1.0464
Q 22	58	3.6724	.9980
Q 23	58	2.9138	1.1127
Q 24	58	3.9483	.9629
Q 25	58	2.9828	1.0512
Q 26	58	2.7241	.8542
Q 27	58	3.3448	1.0850
Q 28	58	3.6724	1.0155
Q 29	58	3.5862	1.0093
Q 30	58	3.1724	.7288
Q 31	58	2.9483	1.1149
Q 32	58	4.0862	1.1127
Q 33	58	3.8621	1.0670

Q 34	58	4.2241	.9559
Q 35	58	3.1897	1.0672
Q 36	58	3.4483	1.1573
Q 37	58	3.0862	1.0137
Q 38	58	3.4655	1.1879
Q 39	58	4.2241	.9920
Q 40	58	4.2069	1.0045
Q 41	58	4.5172	.7069
Q 42	58	2.4655	.9950
Q 43	58	2.6207	.7213
Q 44	58	4.4483	.6535
Q 45	58	4.1897	.9815
Q 46	58	4.4655	.5369
Q 47	58	4.3621	.6675
Q 48	58	4.5345	.5987
Q 49	58	4.5172	.5377
Q 50	58	4.4310	.8607
Q 51	58	3.2414	.9789
Q 52	58	4.2241	.8593
Q 53	58	3.7759	.9559
Q 54	58	4.0000	.9551
Q 55	58	3.8448	.8945
Q 56	58	4.3966	.5906
Q 57	58	4.6207	.4895
Q 58	58	4.6034	.5278
Q 59	58	3.7759	1.0095
Q 60	58	4.1207	.8600
Q 61	58	4.0345	.9727

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