EDUCATORS' AND PARENTS' PERCEIVED ATTITUDES TOWARDS AND LEVEL OF IMPORTANCE CONCERNING HOME SCHOOLING

MASTER'S PROJECT

Submitted to the School of Education
University of Dayton, in Partial Fulfillment of the Requirements for the Degree of Master in Science in Education

by

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To the writer's husband, parents, and sister for all their love, encouragement, and patience, for without their support and success, this project would not have been possible.
VITA

February 24, 1969 ................

1987 .........................

1991 .........................

1992-Present ...................

Born: Springfield, Ohio

Graduated, Northwestern High
School, Springfield, Ohio

Bachelor of Arts, Marietta
College, Marietta, Ohio

Secondary English/Reading
Teacher: Graham High School,
St. Paris, Ohio
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INTRODUCTION

In recent years there has been a growing trend for parents to educate their children at home as an alternative to traditional education. Literature reveals a number of reasons parents are choosing this mode of education as well as numerous benefits derived from educating one child at home. This form of education, however, is often viewed with apprehension, and at times, animosity by public school educators (Welch, 1987).

Home education utilizes the tutorial method of instruction which many studies have shown to be superior to traditional classroom instruction (Cook, 1991 and Lyman, 1993). Such instruction encourages students to be self-directed and more independent as they pursue academic objectives and projects. In a traditional classroom, students find it easy to drift along with "the crowd"; but by studying alone, the student quickly learns that their progress is a direct result of his/her individual effort. "The one-on-one relationship found in the home-school environment provides more of an opportunity for self-directed learning" (S.B., interview, Feb. 15, 1995).
Students who are educated at home have more of an opportunity to ask questions, thus increasing their learning power. This may be due to the fact teachers in traditional schools tend to ask the questions, thus, children learn quickly their role is to answer, not ask, the questions.

Finally, a number of studies (A Nationwide Study of Home Education: Family Characteristics, Legal Matters, and Student Achievement) was released by the National Home Education Research Institute (NHERI) attest to the educational effectiveness of home instruction (Bowen, 1987). In a random sampling survey of Home-School Legal Defense Association Members throughout the United States, over 90 percent of the home-schooled children were at or above grade level in reading and 80 percent in math (Bowen, 1987).

PROBLEM STATEMENT

Some educators feel that only the public schools can achieve the goals of education. Other educators believe home-based education is unsound educationally, even though there is clear evidence of above average academic performances by these same students. While the national average on standardized tests among public school children is in the 50th percentile, the average home-schooled
students register between the 65th and 80th percentiles (Gibbs, 1994).

Many people do not believe home-schooling will ever become a major issue, but it is going to be an issue many schools will have to deal with as we near the next decade (Solorzano, 1985). Many people are looking at this as an alternative to public education.

According to Allis (1990) much of the interest lies in the concern for quality instruction in the public school classroom and the growing concerns of every parent—drugs, weapons, violence, overcrowded conditions, and safety, whereas Pike (1992) states that the interest lies in discrimination among students, discipline, and lack of direction.

RESEARCH QUESTIONS

The following research questions were to be asked:

1) What are the perceived attitudes towards home schooling for the following two groups?

   a) parents

   b) educators
What was the perceived level of importance placed upon home schooling by the following two groups?

a) parents
b) educators

DEFINITIONS

The following definitions will be used in order to carry out this study:

Home-school: This term refers to instructing/learning where one resides and/or the educating of one's offspring at home rather than the traditional public or private school (Madden, 1991). For the purpose of this study, home-school(inq) and home education will be used interchangeably.

Traditional education: This term suggests a mode or thought of behavior followed by a people continuously from generation to generation while obtaining knowledge or skill through such a process (Bowen, 1987).

Home-School Legal Defense Association: Those who work with issues dealing with home-school parents and who support to maintain home-school education (Bowen, 1987).
ATTITUDES OF HOME SCHOOLING PARENTS

Madden (1991) defines home schooling as the educating of one's offspring at home rather than the traditional public or private school. It is an educational alternative in which there is individualized instruction of the child (or children) by the parent (usually the mother in 88 percent of the cases) in basic living skills, as well as in courses of academic study. Holt, (1981) states that this alternative form of education has quickly become a national movement in America with its own experts, publications and support networks.

Many parents cite an increasing dissatisfaction with traditional schools as the primary reason for home schooling their children (Lyman, 1993). This dissatisfaction often concerns the curriculum taught in the public schools. Other concerns of parents include a growing dissatisfaction with the emphasis on competition in the traditional schools, a belief that the child was not ready for formal instruction in a traditional school setting, and the lack of individualization to be provided by the traditional school.

Holt (1991) states there are three reasons for taking children out of public schools. They are:
1) parents think that raising their children is their business not the government's;

2) parents enjoy being with their children and watching and helping them learn, and they don't want to give that up to others; and

3) parents want to keep them from being hurt mentally, physically, and spiritually.

If there was a turning point in the public image of home schooling, it came in 1987, when Grant Colfax got into Harvard after having been taught by his parents his entire life. Grant graduated magna cum laude, became a Fulbright scholar and graduated from Harvard Medical School. One by one, his home-schooled brothers followed suit (Gibbs, 1994, p. 63).


"My concerns about the public school revolve around the number of disruptions in the classroom caused by inclusion. the mandates that are handed down by states in areas of guidance. Now the parents feel morally responsible to teach their own children not only values and morals but also academics as well! (L.H., interview, Feb. 15, 1995).

FACTORS THAT INFLUENCE PARENTS TO CHOOSE HOME SCHOOLING

Estimates of the number of children being home-schooled range from 12,500 in 1978 to 500,000 in 1994 of about 1 percent of all school-aged children (Clark, 1994). No one knows exactly how many children are actually home-schooled
as many home-schoolers may not notify education officials or respond to census questionnaires.

Gibbs (1994) states that what is clear is that the movement has exploded since the mid-1970's. The legal defense association, with some 40,000 members, says it's growing 25 percent a year, and there is now an informal network of 3,000 to 4,000 local home-schooling support groups. Thirty-four states have enacted specific home-schooling statutes or regulations, and twenty-nine require standardized testing for home-schooled students to ensure that they are passing muster. The practice that was long illegal in much of the country is now permitted in all 50 states, though laws differ considerably on how closely it is regulated.

Larry Kaseman, director of the Wisconsin Parents Association, a home-schooler's group states, "The main attraction of home schooling is that it is a more normal process for learning from the real works from people who care deeply about you" (Clark, 1994).

Allis (1990) states the primary reasons for home schooling are:

There is a growing concern for quality instruction in the public school classroom.

The constant concern of every parent involving drugs, switchblades, violence, overcrowded classrooms and, in general, the safety of our children.

No two children are alike in their learning styles. We do not see the same kids in the same room doing the same
thing at the same rate in the same way to achieve the same results because they are the same age.

Pike (1992) substantiates Allis's findings by stating:

There are concerns about discrimination, discipline, lack of direction, and opportunities that allow each child to grow and measure up to his/her own capabilities and to make his/her own contributions.

Lyman (1993) further substantiates Allis's conclusions by stating:

There are ongoing concerns about the public schools inability to educate and nurture all of our children.

Home-schooling parents believe that more flexibility is permitted with them than that of the public school.

Children that are home-schooled avoid the negative social aspects of school life by encouraging a stronger family bond.

Gibbs (1994) states that in addition to the major categories of reasons for home schooling, there are concerns of the curriculum not being challenging, flexible, or tailored to individual needs; stifling individuality; adding additional unnecessary stress on the child; increasing self-esteem in children; providing a calm, unhurried, climate; developing a strong sense of family values, as well as teaching moral belief; whereas Clark (1994) is concerned about classroom management not quality teachers.

The reasons today's parents choose home schooling as an educational alternative for their children are numerous and varied.
According to Whitehead and Bird (1994) the idea of homeschooling is not new. Home education has its roots deep in American history. During colonial America, the decision whether or not to educate, as well as the method and curriculum were left solely to the parent. Although private education was available (most often church-oriented), homeschooiling was the major form of education, and it was very successful.

Many of America's most illustrious leaders were educated wholly or substantially through home education. They include: George Washington, James Madison, John Quincy Adams, Abraham Lincoln, Thomas Edison, Daniel Webster, and Benjamin Franklin. In more recent years, Franklin D. Roosevelt, General George Patton, Douglas Mac Arthur, Agatha Christie, and Pearl S. Buck were also home-schooled (Whitehead and Bird, 1994).

BENEFITS OF HOME SCHOOLING

While the reasons for home schooling are many and diverse, there are several benefits to be derived from this educational alternative. These benefits explain to the reader the attitude(s) of home-schooling parents as opposed to the public educator's attitude(s).

Studies have shown a number of benefits associated with home schooling. These benefits have been noted in the areas
of physical, cognitive, emotional, and social development. In addition, home-schooling has provided parents with an opportunity to educate their children according to their personal convictions.

The first area in which home schooling is considered a benefit is that of the physical development of the child. Studies by Piaget (1962) indicate that the young child's brain should not be hurried in the learning process. As the brain grows in structure, it becomes more adequate in function. The brain must be given time and the best possible climate in order to develop properly. That climate, as noted by Piaget, is a good home with reasonable freedom and solitude.

Just as the physical development of a young child cannot be hurried, so too the cognitive development. Many researchers, including Piaget (1969) note that a child is unable to reason abstractly until seven to eleven years of age. Such reasoning is necessary to thoughtful reading. Some experts contend when the child is forced to read at an earlier age (as in the case in traditional schools), reading often becomes an exercise marked by boredom and frustration rather than a true process of thinking.

In the home school, experts claim such activities can be put off until the child is ready. The unhurried environment
prevents the child from experiencing what some experts refer to as "intellectual burning", resulting from unnecessary pressures on the child during physical and cognitive development (Piaget, 1972).

Closely related to the physical and cognitive development is the emotional development of a child. Some experts believe the child's relationship to his/her parents (leaning more towards his/her mother) is vitally important in securing a child's emotional well-being. Much research agrees that dangers may arise where there is a lack of close mothering until the age of eight years of age or older (Piaget, 1972).

Many experts believe in addition to providing a sense of security, the parents play a crucial role in establishing a sense of self-worth in a child, as well as building a sound value structure. Many of the problems experienced in teenage years root themselves in the rejection and social competition experienced as a youth. Young children are simply not ready to handle the threats to their self-concept common in the elementary school setting. Children do not know how to relate to rivalry in their peers who are supposed to be their friends. This competition puts undue emotional pressure on the child and a negative effect on their values. Children need the security and love of
parental protection and guidance until their individual self-concepts are more established (Piaget, 1972).

As the individual child's self-concept and values develop, so does his/her sense of independence. In the home, the child can make his/her own decisions, work out his/her own problems, and go at his/her own pace, under his/her parent's personal guidance without the negative effects of competition and rivalry. Research shows that children who remain at home longer are more likely to demonstrate emotional well-being (Piaget, 1972).

Monaghan (1994) states that one of the major questions surrounding home schooling today is the issue of socialization. Many believe the child is deprived of chances for socialization that a child in the public school would encounter. NOT TRUE TODAY! Many social activities (extracurricular, community and church) are open to home-schooled children. Examples include: bowling leagues, gymnastics clubs, open swimming, Boy Scouts, basketball leagues, book clubs, little league teams, charity projects and joint field trips that have been organized in recent years by home-schooling support groups (Clark, 1994). Oregon, for example, permits home-schoolers to participate in interscholastic activities such as sports and debate.
teams while Iowa and California schools open their music and
art classes to home-schoolers (Clark, 1994).

Brofenbrenner (1970, p. 366) states: "when
children up to at least the sixth grade, spend
more time with their peers than with
their parents. They become dependent on those
same peers. We find, in those children, a loss
of self-direction and self-worth, as well as a
dependency that encourages learning failure
and delinquency. When children are subjected to
bad manners and poor morals, ridicule, and
rivalry, they begin to imitate those same
activities that they see in their peers."

Brofenbrenner (1970) refers to this peer climate as
"social contagion." Bandura (1963) agrees with
Brofenbrenner and notes that this rivalry has in recent
years moved down to the preschool level (Brofenbrenner, 1970,
p. 366).

Positive Socialibility is linked directly with the
family, as well as the quantity and quality of self-worth
which is dependent on the values placed on the children by
their family members. Appropriate models of conduct should
take place in the family environment not in the traditional
schools or by the child's peers. When the child is able to
comprehend his/her own social identity within the family
unit, he/she will be better able to function effectively in
the peer setting. It is not selfish to give kids the best
education you can. What's good for kids is good for society
(Clark, 1994).
Experts such as Moore (1979) and Avner (1989) believe that children who receive their early formal education in the home benefit immensely both emotionally and socially. Other studies have consistently shown children who spend their early years at home tend to be superior in achievement, behavior, socialibility, and leadership when compared to children in the traditional school environment.

As a child continues to develop, there will come a time when all areas of development (physical, cognitive, emotional, and social) are mature enough so the child can learn well without serious complication. But, the first eight years of a child’s life are crucial. Moore and Moore (1975) feel the child should remain at home, taught by his/her parents, for at least this amount of time.

One final area viewed as a benefit of home-schooling is parents can teach their children according to their own personal convictions. Many of the parents who are teaching their children at home today have deep religious convictions and desires to preserve those in their families. At home, parents can educate their children according to their moral and cultural (or political) values, which may differ from those taught in the traditional school. These values range from liberal to conservative, yet in each case the parents
can choose the type of education which is best for their child based on their personal beliefs.

ATTITUDES OF PUBLIC SCHOOL EDUCATORS TOWARDS HOME SCHOOLING

Although numerous benefits have been cited in the literature concerning the issue of home schooling, public school officials often view this form of education with apprehension. In early America, home-based instruction was the only option available. Today, it is considered to be "questionable" at best. Most critics often do not have a good overall picture of home schooling, but base their views on poor programs or possibly even child abuse.

Home-schoolers at times view public educators as "crass opportunists interested in their children only for the sake of the federal and state dollars they represent" (L.H., interview, Feb. 15, 1995). Or worse, "characters trying to mold other people's children into their ways; trying to make all children alike and not allow for individualization or independent thinking" (S.B., interview, Feb. 15, 1995).

As one parent commented, It wouldn't be fair for one teacher to spend a good portion of her time on work appropriate for Jennifer... when the rest of the class is on a different level. But we're not interested in fairness. We're interested in Jennifer (Clark, 1994).

Among public educators, the supposed absence of social interaction is a major objection to home schooling. In a survey of 115 educators, more than 80 percent believed home-
schoolers were at a disadvantage in the social development area, and 59 percent believed that a disadvantage of home-schools was the lack of competition in the child's academic and social world (Clark, 1994).

The concerns of public educators towards home schooling are as follows:

1) The children's social life—how will they make friends?
2) Being prepared for higher education—college.
3) The home-school teacher being certified to teach all subject areas.
4) How much time is spent on actual learning? (Guterson, 1990).

Public educators profess skepticism at the very mention of homeschooling. They might bemoan the dreary meaninglessness and absurdity of learning at home as opposed to public education, but may be persuaded of the benefits with the proper knowledge of home schooling.
CHAPTER III
METHODOLOGY

Population and Sample

In 1995, there were 455 public teachers in Champaign County. Twenty-five (25) parents who educated their children at home and twenty-five public educators and administrators from elementary, junior high and high school levels in Champaign County were randomly selected to participate in this study. All home-schooling parents who responded to the survey are associated with home-school support groups.

After the sample was drawn the results were categorized into two groups: (1) parents who home school their children and (2) public educators from elementary, junior high, and high school levels.

Design

The design for the study was descriptive research. The parents who home school and public educators were asked to fill out a survey which determined their reasons to home school and the level of importance placed upon home schooling. Data was collected by mail and/or personal communication. Specifically, data was collected for the level of importance placed upon home schooling and also for
the perceived attitudes of home schooling parents and educators.

Data and Instrumentation

The instrument (refer to Appendix A) for collecting data from the parents who home school and public educators was developed by the researcher. Instruments that had been used in similar types of studies by other researchers were used in designing the questionnaire. A two-part instrument was developed to collect data.

Cook (1991), Gibbs (1994), Holt (1981), Lyman (1993), and Welch's (1987) studies which measured the reasons, attitudes, and benefits of home schooling was utilized to formulate Part I of the questionnaire. Part I, the 12 most important reasons parents choose home schooling were evaluated on a level of importance scale of 1-5, 1 = not important, 2 = little importance, 3 = important, 4 = very important, 5 = extremely important. From Part II, a score was obtained from 20 items to determine the attitudes towards home schooling. Again the range went from 1-5, 1 = strongly disagree, 2 = disagree, 3 = unsure, 4 = agree, 5 = strongly agree.

The content validity of the instrument was established by faculty and graduate students at the University of Dayton.
(See Appendix B). In addition, the instruments were reviewed and critiqued by parents who home school their children and public school educators in Champaign County.

During February 1995, the researcher pilot tested the instrument with 25 home-schooling parents and 25 public educators conducted in Champaign County.

Information gathered from the pilot study was used for the following purposes: to check the clarity of instructions and questions, to check the biases of questions, to check the format of the questionnaire, and any other factors that may influence response rate.

Analysis

Data was analyzed using Excel. Data was transferred to a spreadsheet and then entered into a Macintosh Computer using the facilities and computers of the Educational Systems Change Project, School of Education, University of Dayton. An explanation of how data were coded is found in Appendix C. The computer program was the Statistical Package, Microsoft Excel, Version 4.0, 1993.

Descriptive statistics were used to summarize the data obtained from the questionnaires which pertained to reasons, benefits, and attitudes of parents who home school and public educators. By using a t-test for paired samples.
mean median, and mode were found in relation to this type of study.
CHAPTER IV
LEVEL OF IMPORTANCE SHOWN BY EDUCATORS

Educators responded on a five-point Likert scale (extremely important to not important) to twelve statements concerning the level of importance placed upon home schooling. Table 1 shows the range of scores to the responding educators. Fifty-two percent of the educators perceived the reasons listed as very important, while 44 percent are unsure as to the level of importance of home schooling. The mean importance score (39) indicates that educators perceive home schooling as very important.

TABLE 1

EDUCATORS' PERCEIVED LEVEL OF IMPORTANCE REGARDING HOME SCHOOLING

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<td>4</td>
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<tr>
<td>Total</td>
<td>25</td>
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Mean = 39
S.D. = 0.9

Median = 39
Mode = 36
LEVEL OF IMPORTANCE SHOWN BY PARENTS WHO HOME SCHOOL

Table 2 indicates that 44 percent of parents who responded perceived home schooling as important. Slightly over half (52 percent) perceived home schooling as very important, and the remaining 4 percent perceived home schooling as extremely important. The mean score (41.2) shows that as a group, parents perceived home schooling as very important.

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<tr>
<td>Total</td>
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</table>

Mean = 41.2  Median = 39  Mode = 38
S.D. = 8.7
ATTITUDES OF EDUCATORS CONCERNING HOME SCHOOLING

Again educators and parents were asked to respond to twenty statements indicating their attitudes towards home schooling on a Likert scale (strongly agree to strongly disagree). Table 3 shows the results of that summation. The data concludes that 48 percent of educators agree to the benefits of home schooling, 44 percent are unsure, and 8 percent strongly agree. The mean attitude score (61) indicates that educators agree to the benefits of home schooling.

TABLE 3

EDUCATORS' PERCEIVED ATTITUDES CONCERNING HOME SCHOOLING

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Mean = 61
Median = 63
Mode = 63
S.D. = 10.4
ATTITUDES OF PARENTS CONCERNING HOME SCHOOLING

Table 4 shows that 79 percent of parents who home school their children strongly agree with the benefits, whereas 21 percent agree. The mean attitude score (77.3) clearly indicates that the majority of respondents agree with the benefits of home schooling.

Table 4

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</tr>
<tr>
<td>Total</td>
<td>23</td>
<td>100</td>
</tr>
</tbody>
</table>

Mean = 77.3  Median = 88  Mode = 88
S.D. = 8.71

Summated scores for all items when strongly disagree = 1, disagree = 2, unsure = 3, agree = 4, and strongly agree = 5.
Using a t-test to measure significant differences between the two groups, Table 5 shows a significant difference between parents and educators. The parents' mean score (77.3) shows a stronger attitude score, favoring home schooling than educators' whose mean score was 61.

**Table 5**

T-TEST: PAIRED TWO-SAMPLE FOR MEANS OF ATTITUDE

<table>
<thead>
<tr>
<th>t-value</th>
<th>df</th>
<th>probability</th>
<th>significant</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.06</td>
<td>24</td>
<td>.006</td>
<td></td>
</tr>
</tbody>
</table>

Educators mean score = 61  
Parents mean score = 77.3

Table 6 shows that when the t-test was run to compare the difference in the level of importance between parents (mean = 38) and educators (mean = 39), no significant difference was found.

**Table 6**

T-TEST: PAIRED TWO-SAMPLE FOR MEANS FOR LEVEL OF IMPORTANCE

<table>
<thead>
<tr>
<th>t-value</th>
<th>df</th>
<th>probability</th>
<th>significant</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.06</td>
<td>24</td>
<td>.810</td>
<td></td>
</tr>
</tbody>
</table>

Educators mean score = 39  
Parents mean score = 38
CHAPTER V
SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Statement of the Problem

The purpose of this study was to determine the reasons parents choose to home school their children, and to compare the attitudes of parents who home school with public school educators and administrators regarding the benefits.

Procedures

The study used a checklist that asked to rank reasons given as to their level of importance for choosing home schooling as an alternative to learn. In this case, the reasons on the checklist came from a survey of the literature. As a result, what this study actually showed was a strong relationship between parental attitudes and researchers' conclusions - the parents agreed with the experts concerning the reasons they chose to educate their children at home.

The same method held true for the benefits of home schooling which both parents who home school and public school educators considered. The subjects responded to a Likert-type questionnaire. Here too, the statements came from the literature; therefore, what was surveyed ultimately was the strong relationship of the respondents' attitudes to
that of selected articles. Generally, the parents agreed with the experts concerning the benefits of home schooling; whereas the public school educators did not agree with experts.

Summary of Findings

As a result of the findings for this study, Tables 1-4 show the percentages of the educators' perceived level of importance regarding home schooling (52 percent = very important), parents' perceived level of importance for home schooling (48 percent = very important), educators' perceived attitudes concerning home schooling (48 percent = agree), and the perceived attitudes of parents concerning home schooling (79 percent = strongly agree).

Tables 5 and 6 show the comparisons between parents and educators' attitudes and level of importance by t-tests. It was found that there is a significant difference in attitude between the parents and educators. The parents' mean score was 77.3, whereas the educators' mean score was 61.

On the other hand, no significant difference was found between parents and educators on the level of importance for reasons to home school. The mean scores were similar in that parents scored a 38 and educators scored a 39. Therefore, no significant difference was found.
Conclusions

This researcher feels that, as with any study, conclusions must be carefully drawn. This researcher has read numerous books, articles and interviewed many parents who home school, as well as spoken with various support groups, who are all strongly in favor of home schooling. Even though these people all build a strong case for home schooling, their arguments do not show every child would benefit from home schooling. It is not the study's intent to prove home schooling is favorable or unfavorable; however, it does conclude home schooling is an educational alternative that deserves consideration.

Important conclusions can be drawn from this study. They are as follows:

1) The literature on home schooling is accurate in so far as it represents an accurate assumption of the beliefs about schools and education;

2) Educators tend to agree with the research written on the level of importance regarding the possible benefits of home schooling; and

3) Parents and public school educators seem to conflict in attitude on the issue of home schooling.
Recommendations

Based on the findings of this study, the following suggestions are made to understand the level of importance parents and educators place upon home schooling and the attitudes they portray towards this alternative form of education.

1) More extensive research needs to be done to give a clearer overall picture of home schooling.

2) More long range studies need to be continued to identify any effects home schooling might have on children.

3) Parents who home school their children should make every effort to accommodate the state by reporting performance of standardized test scores, etc., in order to estimate accurately the statistics and achievement of those being home schooled.

4) Parents (non-certified as well as certified) who home school should familiarize themselves with new methods and procedures that are continually updated.
LEVEL OF IMPORTANCE PLACED UPON HOME SCHOOLING

The following checklist appears to be some of the more common reasons for parents to home school their children. Please rank your five choices 1-5 (EXTREMELY IMPORTANT (5), VERY IMPORTANT (4), IMPORTANT (3), LITTLE IMPORTANCE (2), NOT IMPORTANT (1). Thank you in advance for your cooperation.

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The content taught in public schools.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>2. The negative effects of peer pressure in public schools.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>3. Dissatisfaction with the emphasis on competition and extracurricular activities.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>4. Family life is to remain the center focus of families not school schedules and activities.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>5. The parents involved in the education of the child.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>6. Children are better socialized by family example rather than by their peers.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>7. Incorporate religion into their education.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>8. Some children are not ready for the formal instruction in a traditional school atmosphere.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>9. More individualization with children that a public school can provide.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>10. Home schooling is flexible.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>11. Violence and gangs in the schools.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
</tbody>
</table>
12. The amount of stress placed on young people to conform to the group. 5 4 3 2 1

ATTITUDES TOWARDS HOME SCHOOLING

The following statements are the most frequently mentioned benefits a child may receive if he/she is home-schooled.

Please indicate on the questions below if you: (5) STRONGLY AGREE, (4) AGREE, (3) UNSURE, (2) DISAGREE, or (1) STRONGLY DISAGREE.

1. A home schooling environment provides a calm (unhurried) climate in which the child can develop. 5 4 3 2 1

2. Home-schooling allows a child to develop his/her vision, hearing, and sense of touch before formal book-learning begins. 5 4 3 2 1

3. A child may lack fine motor skills until the age of seven or eight. Since the home atmosphere is more relaxed than the school, it prevents unnecessary stress on the physically immature child. 5 4 3 2 1

4. Home-schooled children perform academically at or above grade level. 5 4 3 2 1

5. The academic needs of a child can be met in a home-school environment. 5 4 3 2 1

6. Home schools utilize the tutorial method of instruction which provides the best opportunity for children to move at their own pace. 5 4 3 2 1

7. A child who is home-schooled has a strong sense of self-esteem. 5 4 3 2 1

8. Through home schooling, parents are able to involve their children to a greater extent with the responsibilities of the home which shapes independent, self-directed children. 5 4 3 2 1
9. Competition, which can be damaging to the self-concept of young children, is eliminated by home schooling.


11. Through home schooling, parents are able to involve their children in a selected gradual process of mixing with peers.

12. Home schooling eliminates the peer pressure found in traditional schools.

13. The development of a child’s social skills is better achieved in the home environment through parental example than in traditional school settings.

14. A child who is home-schooled is less peer dependent than a child who attends a traditional school.

15. Children are forced to enter the traditional school before they are physically, mentally, emotionally, and socially ready.

16. Home schooling provides young children with the necessary time frame in which to develop readiness for formal instruction in a traditional school setting.

17. Home schooling in the early years provides a rich background of experience on which to base formal learning.

18. Home schooling provides for the development of family values which is an important part of a child’s educational curriculum.
19. The explicit teaching of morals more rightfully takes place in the home.  5 4 3 2 1

20. Home schooling provides the opportunity for parents to educate their children according to their religious convictions.  5 4 3 2 1
APPENDIX B

JURY FOR REVIEWING INSTRUMENT VALIDITY
FACULTY

Dr. Mary F. Landers, Project Director, Educational Systems Change Project, Director of Teacher Education, University of Dayton

Dr. Calvin F. Dill, Assistant Coordinator Educational Systems Change Project, Adjunct Faculty, School of Education, University of Dayton

Dr. R. Weaver, Chairperson of Teacher Education, School of Education, University of Dayton

Susan Bisko, Assistant Coordinator Parent Initiative for the Educational Systems Change Project

GRADUATE STUDENTS

Dawn Henry
Lisa Kollner
Laurie White
APPENDIX C

HOW DATA WERE CODED
CODING OF VARIABLES

LEVEL OF IMPORTANCE PLACED UPON HOME SCHOOLING

Extremely Important = 5
Very Important = 4
Important = 3
Little Importance = 2
Not Important = 1

ATTITUDES TOWARDS HOME SCHOOLING

Strongly Agree = 5
Agree = 4
Unsure = 3
Disagree = 2
Strongly Disagree = 1
BIBLIOGRAPHY


Lyman, I. (September 1993). Better off at home?. National Review. 45. 60.


