

Homeschooling among Families Living in Thailand: Exploring Experiences through a Phenomenological Approach

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Abstract

This phenomenological study explored the experiences of homeschooling families living in Thailand. The study's objectives were to establish reasons for homeschooling and analyze the challenges faced. Ten families participated in the study. Data collection methods included individual and focus group interview sessions. The data analysis showed that parents were dissatisfied with public and private school systems because of the inadequate moral and religious instruction and the perceived negative psychosocial influences on their children's development. Parents also homeschool because of their sense of self-efficacy, which is shaped by three factors: their level of education, their passion for providing a holistic education that includes academic, spiritual, social, and emotional development, and the availability of appropriate homeschooling curricula.

Keywords: *Homeschool, instructional methods, curriculum, parental control*

Introduction

Many parents choose to homeschool due to the perceived diminishing quality of public education and adverse school environments manifested by some students' low academic achievements and poor psychosocial development (Ray, 2013). Other parents homeschool because they are interested in nurturing their children's spirituality. Globally, homeschooling has been growing steadily at the rate of 3% to 8% (Cheng & Donnelly, 2019; Pandurov, 2021). Homeschooling is an alternative approach to educating children, especially for parents who want to take control of their children's education. Ray (2017) defines homeschooling as a private home-based education where parents are the teachers who lead and control the educational process. Learning for homeschoolers involves being in an environment where they can observe, interact, and have hands-on experience with other homeschool families and people in their community (McDonald, 2018; Murphy, 2014).

Homeschooling in Thailand

The Thai education system consists of formal, non-formal, and informal education. In the formal sector, traditional basic education is comprised of three levels: one year of pre-school, five years of elementary school, and six years of secondary education. In addition, Thailand provides vocational education, which begins at the upper high school level and lasts for three years. Students who graduate from secondary education can either continue in college/university or gain more vocational skills. Furthermore, Thailand offers non-formal and informal—less structured education to provide lifelong learning and increase literacy for out-of-school and disadvantaged citizens (Michael & Trines, 2018; OECD/UNESCO, 2016). Within these contexts, the Thai education system supports alternative formal schooling that allows parents to take responsibility for teaching their children (Wangklekeaw, 2020).

Homeschooling in Thailand was legalized in 1992, and a law was passed in 2004 which gave families permission to homeschool. Parents must apply for permission to homeschool and are subject to an annual assessment. In 2007, Thailand's educational law under the constitution of Sections 49 and 50 permitted organizations or the private sector to offer alternative education. The policy includes child-centered learning experiences, and focuses on family and culture as the central pillars of learning. Since legalizing homeschooling, the number of families who are teaching their children at home has increased. More families are recognizing that homeschooling is a viable formal education alternative that meets the educational needs of their children (Chansaengsee et al., 2017). In 2015 there were 100 homeschooling parents (Kitcharoen, 2015). This increased to 474 homeschooling parents in the

following year (Office of Basic Education Commission, 2016). This increase reflects parents' interest in teaching their children at home.

Determining Factors for Homeschooling

The determining factors for homeschooling vary from one family to another (Wearne, 2016). Nonetheless, the following are several general determinants that have been reported in studies across the globe: a) Parents' dissatisfaction with public school systems (Butcher, 2019; Kritiyapichartkul, 2003; Neuman, 2018); b) the benefits of homeschooling in providing children with a holistic education (Brewer & Lubinski, 2017; Rahma et al., 2018; Ray, 2021); and c) Parental motivation to homeschool (Ray, 2017; Engchun et al., 2017).

Parents' Dissatisfaction with Public Schools

Some parents are dissatisfied with how the public school system educates their children (Butcher, 2019; Neuman, 2018), the quality of academic education, and their children's safety (Dumas, et al., 2005). Findings from the National Household Education Surveys Program conducted in the USA reveal that parents' most important reason for homeschooling in 2012 and 2016 was their concern about the school environment itself (Coalition for Responsible Home Education, 2022). The second highest reason in 2016 was the desire to provide moral instruction, and the third was dissatisfaction with academic instruction. In 2019, these concerns were still evident. Bullying is another concern for parents because it causes ill mental health and emotional disturbances. Recent media reports tell of many instances where children subjected to bullying eventually committed suicide. A study of 221 Columbian children and adolescents revealed that bullied children become depressed, which explained "between 25% to 41% of the variance in suicide attempts" (Gómez-Tabares, 2021, p. 259).

In addition, parents perceive that schooling systems do not provide sufficient grounds for moral education or quality academic education due to poor learning conditions, including large class sizes with the teacher-student ratios of 1:25 or 1:30. Furthermore, teachers lack appropriate strategies for managing the diverse needs of students in large classes or those with special needs (Dumas, et al., 2005). Unfortunately, instructional methods are predominantly teacher-centered, and are not conducive to teaching critical thinking or problem-solving (Kaewdang, 1998; Kritiyapichartkul, 2003). Other parents are concerned with negative peer socialization in schools, leading to student depression (Schwartz et al., 2012) and experimentation with drugs (McCabe et al., 2007).

The Benefits of Homeschooling

Homeschooling offers numerous advantages for cognitive, psychosocial, and physical wellbeing. The literature shows that children who are homeschooled generally earned high grades. A meta-analysis of homeschooling studies on academic achievement conducted by Ray (2017) in the USA showed that homeschooled children scored higher than public school students in academic, social, and emotional skills by 15% to 30%, with 50% being the average public school percentile (Brewer & Lubinski, 2017, Ray, 2021). Homeschooled children also had an advantage over those in public school in cognitive, emotional, social, and moral development (Bennet et al., 2019; Ray 2021). A meta-analysis of homeschool peer-reviewed studies reveals that 87% of the studies on social-emotional and psychological development showed that homeschool students performed significantly better than those in conventional schools (Ray, 2017). Consequently, many parents have concluded that teaching their children is a task that they should undertake.

Many parents believe that they have a responsibility to train children to be emotionally intelligent. Emotional intelligence refers to feelings for and about other people, objects, situations, and experiences. Children develop emotionally when parents pay attention to their children based on one-on-one interactions that produce a healthy, stable emotional environment (Rahma et al., 2018). Saarni (2011) argues that homeschooled children are likely emotionally stable and considerate of other people's feelings.

Furthermore, learning at home protects children from being bullied, a trend found in many schools, and provides a measure of safety for children (Brewer & Lubienski, 2017). Homeschooling also reduces children's negative behavior. Parents can monitor their children's interactions with others and TV viewing, which increases aggression and violence (Natwarsinh, 2019).

In addition, some studies have shown that Christian parents find it advantageous to homeschool their children because they can instill moral values and nurture their children's spiritual development. They believe that public schools do not address their religious beliefs and values. Consequently, these parents desire to get involved in their children's education to give them a foundation to keep their faith in God throughout their lives (Nur Icmi & Suryono, 2019; Universal Life Church Blog, 2015). An American study in 2007 revealed that conservative Christian parents approved of the character development curriculum provided in public schools, but felt that it did not address Biblical values and doctrines (Green & Hoover-Dempsey, 2007).

Another factor less mentioned in homeschool studies is that parents want to bond with their children. Family time with children is curtailed because children spend long hours at school, further exacerbated by too much homework (Marzano & Pickering, 2007; Galloway et al., 2013). Homeschooling is a means for strengthening family bonds, particularly between mothers and children (Kunzman & Gaither, 2013). Strong family ties promote good moral values and help combat negative influences (Andrabi, 2019).

A frequently asked question of any homeschooling family is about children's competency in socialization (Kunzman & Gaither, 2013). In homeschooling, children develop socially when interacting with their parents and the family circle. There is also an argument that homeschoolers have limited extracurricular activities and lack the skills to perform and fit well into a pluralistic society. On the contrary, homeschoolers have real-life experiences in which they are exposed to different situations, identify with people, and flourish in different environments and settings (Burke, 2019; Rahma et al., 2018). Their socialization skills develop in an environment where they communicate freely with people of different ages beyond the walls of their homes.

The social development of homeschoolers goes beyond socialization with others. A study commissioned by the Home School Legal Defense Association in the United States found that 71% of homeschooled adults participated in ongoing community service, which was 37% higher than public schooled adults. Home-educated adults read more magazines than 89% of public schooled adults, and were more politically engaged than the public-schooled population (Ray, 2003).

Parents' Motivation to Homeschool

Homeschooling is more manageable when parents have a sense of self-efficacy for teaching their children (Green & Hoover-Dempsey, 2007; Kunzman & Gaither, 2013). Bandura (1989) defines self-efficacy as an individual's innate belief in his or her abilities to execute and achieve a specific goal. Parents with high self-efficacy have better success in homeschooling because of their aspiration and determination to impart knowledge to their children (Green & Hooper-Dempsey, 2007). Education and experience play a significant part in building parents' self-efficacy for homeschooling. However, the United States National Household Education Surveys Program (NHES) demographic data from 1999 to 2016 showed that homeschooling parents' level of education varied. In 2016, the number of parents with less than a high school education who homeschooled increased by 14%. However, the same data also showed that more parents with bachelor's degrees were opting for homeschooling—an increase of 5%.

Nevertheless, the literature indicates that parental educational levels or lack of a teaching certificate were not related to children's academic achievements. Parents were successful because they were willing to learn teaching methods to enhance their children's educational outcomes (National Center for Education Statistics, 2018). In a study of 45 participants conducted in Australia, Reaburn and Roberts (2018) reported that two interviewees lacked mathematics ability, but spent time improving their skills to teach their children more effectively.

Availability of Resources for the Homeschooling Curriculum

Resources for curriculum implementation include theories that help parents understand pedagogical methods, along with a variety of homeschool curricula and a wide range of teaching and learning materials.

A curriculum's viability and implementation depend on pedagogical theories that inform homeschooling practices. Knowledge of these theories and procedures is critical for teaching and learning. Two specific theories inform homeschooling parents include:

a) Vygotsky's Social Constructivism Theory posits that cognitive development occurs in social contexts where the learner interacts with others in specific cultures or environments (McLeod, 2018). In this case, children construct their knowledge as they interact and collaborate with others in solving problems. For example, children learn morality or good behavior as they interact with peers and adults. Parents can provide learning activities that promote social interaction to acquire social skills and emotional intelligence (Boiger & Mesquita, 2012).

b) Gardner's Seven Multiple Intelligences comprise linguistic, logical-mathematical, spatial, bodily-kinesthetic, interpersonal, musical, and intrapersonal learning styles. Gardner's theory indicates that learning is best experienced when teaching strategies are tailored to the individual's specific learning style (Davis et al., 2011). An awareness of these learning styles helps parents to ensure that they diversify their teaching strategies to fit their children's learning needs. In addition to the theories, parents use various teaching methods and learning and teaching resources.

Parents commonly use two student-centered methods for homeschooling (Duffy, 2005). The Waldorf Homeschooling Method (Dawson & Nicol, 2008) focuses on holistic education for body, mind, and soul, while teaching arts and crafts, music, and movement. The Waldorf method helps children develop self-awareness and judgment (Uhrmacher, 2014). The Montessori Method focuses on the human spirit, values a child's development, and promotes learning through play and manipulatives.

Statement of Problem

Despite the increase in homeschooling, its implementation is hampered by the following concerns: Lack of parents' experience in homeschooling made more difficult because parents have inadequate pedagogical knowledge (Engchun et al., 2017); parents' inadequate knowledge of a curriculum, resulting in poor choices; consequently, they become negligent in teaching and managing instructional content (Lines, 2000). Furthermore, there is little or no support for parents engaged in homeschooling (Bosetti & Pelt, 2017)

Homeschooling may become a problem as children mature. Parents find it challenging to handle teenagers experiencing rapid physical, psychological, and emotional changes. For example, teenagers are often at loggerheads with their parents because they want to avoid their rules and control. They prefer to be with their peers and friends in school than to be taught by their parents. Erikson (1994) discusses the identity crisis that adolescents experience and the challenges it brings to both parents and youths.

The issues discussed above are common to parents worldwide who wish to homeschool their children. While these may be experienced by parents in Thailand, cultural or societal expectations might differentiate the homeschooling experiences.

Purpose of the Study

This study aimed to explore the experiences of homeschooling families in Thailand. The study sought to establish why parents homeschool, analyze challenges parents face during homeschooling, and determine the effects of homeschooling on child development as perceived by the parents.

Research Questions

1. What are the potential factors that influence parents to homeschool?
2. What challenges do parents experience in the homeschooling of their children?

Significance of the Study

While there is a plethora of literature on homeschooling in general, there are few studies on this topic conducted in Asia, particularly in Thailand. This has resulted in a lack of understanding in regards to this education system (Engchun et al, 2017). This study hopes to contribute to the Asian homeschooling literature. In addition, the results may play a role in encouraging government policymakers to develop clear policies for homeschooling and provide better support to the homeschooling community. Moreover, the findings may provide better guidelines for parents who homeschool.

Research Methods and Design

This qualitative research used a phenomenological design, an approach that focuses on and examines the experiences of a particular group, and helps researchers to understand the reasons behind participant issues. The primary purpose of using this approach was to allow participants to describe their homeschooling phenomena and discuss their reality (Padilla-Diaz, 2015). Participants included members of ten families from various parts of Thailand identified through a purposeful sampling method. Only current and former homeschooling parents were chosen for this study.

Data Collection and Analysis Procedures

Data collection methods included interviews, a focus group session, and an open-ended questionnaire. Interviews aimed at determining participants' views, experiences, beliefs, and motivations for homeschooling. Interviews are the most appropriate method where little is known about a phenomenon or where detailed knowledge is required from individual participants (Ranney, et al., 2015). An interview protocol with open-ended questions served as a prompt, providing the researchers with an opportunity to include more questions during interviews if needed. The interviews were conducted face-to-face over three weeks. Four couples were interviewed separately, but only one parent was interviewed from each of the other six families. The length of interviews varied depending on the parents' availability. The interviews were designed to last approximately 30 minutes to one hour.

One focus group session was conducted after the individual interviews. The purpose of the focus group was threefold: to allow for member-checking, to clarify or expand what had been said in the initial interview, and to collect more data in case there were other emergent themes from the focus group. The attendees for the focus group were three mothers and one father. Because of the different geographical locations and travel restrictions due to COVID-19, the focus group session was done online via Zoom. The questions for the focus group came from the analyzed data collected from the interviews. All the interview sessions and the focus group were recorded to provide a permanent record. Each interview was transcribed verbatim (Gill et al., 2008). In addition, all the participants were given pseudonyms to maintain their anonymity.

Data analysis began with the first interview. During transcription of the interviews and the coding process, memos were written to capture ideas that needed to be explored later. Leading words and phrases were highlighted for easy categorization of emergent themes. The content analysis included a comparison of messages heard and identifying themes. The coding process included repeated reading, listening, and watching for themes, categorizing, labeling the themes, and looking for relationships (Creswell, 2015; Medelyan, 2019). These categories were finally organized into research findings. The findings were verified during the focus group to confirm their accuracy.

Findings and Discussion of Findings

The research findings section begins with analyzing participants' demographics, followed by findings categorized by research question. However, phenomenological research focuses on individual experiences. Therefore, different reasons or experiences are clustered around the research question as themes that discuss the same issue even though they may not be participants' points of agreement or disagreement.

The data analysis of the ten families showed that the participants were all Christians except for one Buddhist family. The participants were expatriates living and working in Thailand except for two Thai families. The families included four mixed families (Russian/Filipina, American/Filipina, American/Thai, and Indian/Filipina) and six families originating from the following countries: Indonesia, America, Philippines (two families), and Thailand (two families). It is not surprising that most of these homeschooling parents were expatriates. Wei and Mhunpiew (2020) argued that many expatriates in Thailand homeschool because they want to ensure the children use curricula accepted in their home countries for easy adjustment after they return.

All the families participating in the study had college degrees ranging from undergraduate (55%), master's (20%), and doctorate (25%). In addition, 60% of the homeschooling parents had a teaching degree, 20% had a nursing degree, two parents had TESOL degrees, and two others had business degrees. It seems from this data that the parents' education level contributed to their decision to homeschool. Countering this notion, Engchun et al. (2017) argued that parents with lower educational levels did not affect their motivation to homeschool. While the data shows that all the parents were educated, the responsibility for teaching the children fell on the mothers except for one family, the father of the children was the teacher. This finding echoes Ray's (2005) findings that mothers are usually the primary educators.

The following is a discussion of the findings related to each research question.

1. What are the potential factors that influence parents to homeschool?

Parents homeschooled their children for a variety of reasons, with the primary reasons being their dissatisfaction with the public-school system associated with a) Parents discontent with values and religious education in public schools, b) perceived negative influences that affect cognitive, psychosocial, and emotional development, and c) the need to control their children's education which included providing better academic outcomes, and the development of social and emotional skills

Parents Dissatisfaction with Values and Religious Education in Public Schools

Nine out of ten participants in this study are Christians. The Thanakit family planned to homeschool before they married because of their beliefs and work environment. Parents shared their preference for teaching and applying Biblical principles to ensure the spiritual development of their children. A quote from Mrs. Smith, one of the participants, captures the parents' beliefs: "I want them to be grounded in our beliefs, and for the children to explore their faith ... they need to explore by themselves why they should be a Christian." These parents believed that if children were taught to obey God, they would achieve academically and be moral influencers in society.

All participants expressed their concern that schools might not meet their need for their brand of religion and values instruction. This understanding stemmed from the fact that there are philosophical differences between what are deemed as Christian and societal values. While Christians want teaching of Biblical principles, society and other religions focus on different values (Christian, 2014; Green & Hoover-Dempsey, 2007). Although values and character building are taught in many public schools in different countries, the focus of religious studies is usually on religion's role in society, but not teaching of religious beliefs (Anti-Defamation League, 2012). In Thai public schools, however, religious classes are mandatory and focus on Buddhism (Ahn, 2021), a reason why some Christian parents prefer not to enroll their children in the Thai school system.

Negative Influence in Public Schools

The parents discussed a variety of negative influences in public schools. Worth mentioning is the parents' perception that curricula offered in schools might not prepare their children to become responsible citizens. Some parents were concerned about negative peer influences and family bonding because of long school hours and homework. A growing concern for parents was the teacher-centered instruction used in many schools in Thailand, and whether their children would adequately learn problem-solving and critical thinking skills in a Thai public school educational environment. Sessoms

(2018) indicated that teacher-centered instruction is prevalent in Thailand, which is one reason why homeschooling is compelling (Chansaengsee et al., 2017).

Peer influence was another issue discussed as it affects young people socially, especially when they form cliques. While there may be some positive effects of finding membership with a group of peers, the presence of cliques and peer pressure makes it difficult to adhere to values children learn at home. Ellis and Zarbatany (2017) argue that cliques can introduce poor socialization skills, leading to misbehavior. For this reason, four families decided to homeschool. One family had enrolled their daughter in a private school but was discouraged by her negative behavior. They decided to homeschool her instead. Mrs. Aaron captured what other participants felt regarding negative influences when she stated, "we decided not to allow outside influence, whether it is negative or positive, to interfere with the values we want to instill in our children." This sentence portrayed parents' ideology and desire to let nothing degrade the Biblical and moral values which are the foundation for a Christian's life.

In addition, Mrs. Romeo expressed her concern about the long hours children spend at school and home doing homework which shortens family bonding time, an issue facing many parents with children in public schools (Marzano & Pickering, 2007). Bennett and Kalish (2006) found that family activities, socialization, and leisure time were curtailed because of school activities. School schedules also disrupted family weekend time together. The Thanakit family chose to homeschool because school events fell on Saturday, the Seventh-day Adventist Sabbath.

Parental Control

Taking complete control of their children's education was of paramount importance to many participants. This enabled them to control the curriculum, its instruction, and the teaching and learning resources, pacing children's learning according to their needs, controlling their schedules, and enabling them to socialize and bond as a family.

In taking control of their children's education, participants believed that they were responsible for their wellbeing, a factor brought up in other studies (Ceka & Murati, 2016; Liu et al., 2020). Mrs. Jimmy, one of the participants, summarized their sentiments when she stated that parents were "to instill a healthy sense of security, confidence in learning, and social awareness." It is possible that Mrs. Jimmy, who is a Christian, may have been speaking from the premise that the Bible commands parents to "nurture them (children) in the discipline and instruction of the Lord" (Ephesians 6:4) and "to train up a child in the way he should go, and when he is old, he will not depart from it" (Proverbs 22:6).

Parents took their responsibility seriously and chose to develop their skills in homeschool teaching. The findings revealed that parents who did not have a teaching background put effort into studying pedagogical methods. Mrs. Gary obtained a diploma while Mr. Somchai researched different approaches to teaching. This finding was similar to Faulconer (2019), who encouraged parents to buy books on homeschooling and to attend conferences where they can acquire specific skills they need for homeschooling.

Furthermore, six out of the ten participants in this study believed that the curricula offered in the public school system did not encourage their children to be independent learners. Therefore, the choice to homeschool was to ensure that their children learned critical thinking skills that would help them solve problems and become responsible citizens. All the parents chose curricula that seemed suitable for their children's needs. Specifically, six parents chose student-centered curricula that focused on practical skills. These curricula, i.e., the Waldorf Homeschooling Methods, the Montessori, and the Sonlight curriculum, are promoted because they encourage critical thinking. Parents concluded that the more child-centered the curriculum and the learning environment, the more consistent was their children's academic progress.

Choosing a curriculum meant parents had to search online for suitable curricula. The Somchai family did thorough research on homeschooling before embarking on their home-based learning, and they found a curriculum that helped them focus on their child's interests. Most of the parents chose a curriculum according to homeschool methods. The Thanakit and Romeo families bought *Robinson's*

Self-Teaching Curriculum because it encourages children to be independent learners. The data also revealed that the type of curriculum parents purchased included the literature-based Sonlight Curriculum, the Griggs Online Learning with traditional print-based instructional guides, the Good and Beautiful curriculum, which combines several subjects, and the Montessori curriculum, which encourages creativity.

Nine of the participants modified their curriculum to meet the needs of their individual children. Mr. Terrence adjusted the curriculum to fit his child's pace of learning. Mrs. Smith, a teacher, simply stated that she did not follow the curriculum step by step. Parents' actions were consistent with the literature on curriculum modification. Drake and Sherine (2006) argued that teachers use curriculum adaptations to fit students' needs and prepare them for active learning that fosters independence. According to Silva (2009), the curriculum in the 21st century should underscore the knowledge and skills students can use, and not units of knowledge.

Socialization

Parents who homeschool are often asked about their children's social skills. Nine participants indicated that their children were competent in socialization and could interact well with people from all age groups. The children's involvement in activities that provided opportunities to engage with other children and adults in the community resulted in a positive attitude. Although parents in this study felt that their children were socially competent, prior studies have maintained that it is difficult for homeschooled children to gain social skills. The Coalition for Responsible Home Education (2022) indicates that parents in other countries who face this dilemma should enroll their children in conventional schools for music, sports, and other subjects to meet their children's social needs.

2. What challenges do parents experience in the homeschooling of their children?

Homeschooling, like public schools, has its downside. A significant problem of homeschooling is financial constraints because finances only come from one breadwinner in the home. Parents have to tighten their budgets (Pabis, 2013). However, participants believed that God would provide for them and help them manage their finances. To save money, two out of the ten families in this study used online homeschooling resources for most of their worksheets, educational videos, and articles to compensate for the lack of textbooks. These findings contradicted a study by Dimarco (2018), which indicated that homeschooling reduced educational costs.

Another problem was highlighted by Mrs. Aaron, who discussed the challenges parents face regarding the over-familiarity of older children. Over-familiarity is when a person lacks restraint or modesty due to being too comfortable with the setting, the person, or the routine. This is an emotional reaction of adolescents during their identity crises (Erikson, 1994) which plague many families. Older children may resent parents for forcing them to learn at home. Faulconer (2021) urges parents not to ignore these challenges but to discuss them with the child and find solutions collaboratively.

Limitations and Recommendations

This study was conducted during the COVID-19 pandemic. Due to travel restrictions, most of the interviews were done via Zoom instead of face to face. In-person interviews would have provided an opportunity for observing the families' homeschool dynamics. Furthermore, not all the couples were present for interviews. A more complete homeschooling perspective could have been drawn if all the couples had participated.

Parents who homeschool should consider the effect of homeschooling on family finances. The decision to homeschool should be made with a clear purpose and objectives and have long-term plans. It would be prudent for the homeschool parents to research local homeschool providers who are less expensive than those from Western countries.

A future study should use a mixed methods research design to capture a comprehensive view of homeschooling. In addition, data collection should include observations and document analysis of children's academic achievements. To widen the scope of the research, both parents and—if possible—older homeschool children should also be included.

Conclusion

In this study, homeschooling is an alternative educational system that parents choose for their children. Participants homeschooled their children because they were dissatisfied with the public schooling system. In addition, participants had the desire to control their children's education because it was perceived that public schools would not cater to their preferred values and religious education that were deemed essential to prepare their children for the future. Academic knowledge is necessary, but they believed that a focus on holistic education emphasizing character and psychosocial development must be placed at the forefront of every child's learning experience. It can be deduced that parents' level of education mediated their sense of self-efficacy and affected parents' choice to homeschool their children. According to Ceka (2016), the educational level of children depends more on the level of their parents' education. This statement remains true in this study—all the participants had a college education. Their education motivated them to homeschool and seek better instructional methods to improve their children's educational outcomes.

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