Relationships of Parental Homeschooling Approaches Including Technology Integration

Letitia Annette Walters

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RELATIONSHIPS OF PARENTAL HOMESCHOOLING APPROACHES INCLUDING TECHNOLOGY INTEGRATION

by

Letitia Annette Walters

Abstract of a Dissertation
Submitted to the Graduate School
of The University of Southern Mississippi
in Partial Fulfillment of the Requirements
for the Degree of Doctor of Philosophy

May 2015
ABSTRACT

RELATIONSHIPS OF PARENTAL HOMESCHOOLING APPROACHES INCLUDING TECHNOLOGY INTEGRATION

by Letitia Annette Walters

May 2015

This study examined the factors influencing parental selection of homeschooling approaches for their children and the utilization of technology integrated. Factors explored were parental motivators for selecting homeschooling approaches, parental reasons for choosing to homeschool, technology device usage, and instructional technology integration. The population consisted of parents with at least one year or more of experience in teaching homeschooling and the primary educator being involved in answering the survey. Participants in this study responded to items from a researcher-adapted questionnaire. The majority of the participants were from Louisiana, Mississippi, and Kentucky. A Bachelor's degree was reported as the highest education attainment. The highest average household income indicated was $70,000-$100,000 and Christianity, including Protestant and Catholic, was the preferred religion reported. Classical education was the highest in the child's performance of the suggested homeschooling approaches. Cooperative schooling, computer-based schooling, and traditional school at home were identified in this order as the next most performed homeschooling approaches. The main three chosen parental reasons for homeschooling are religion and moral instruction, values, and school environment concern. The researcher identified the laptop, desktop, and smartphone as the most used technology devices with the iPod being used the least. Lastly, conducting research, learning or practicing drill skills, and
performing calculations were the most frequently used technology activities. Partial statistical, significant correlations were found between parents’ select homeschooling approaches and parents’ reason for homeschooling, usage of technology devices, and instructional technology activities. Implications are described for homeschooling parents and higher education personnel. Future research concepts, including particular attention to age groups, homeschooling groups, and technology are recommended.
The University of Southern Mississippi

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A Dissertation
Submitted to the Graduate School
of The University of Southern Mississippi
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for the Degree of Doctor of Philosophy

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May 2015
DEDICATION

This dissertation is dedicated in honor of all the past, present, and future teachers in my immediate and extended family. Next, this dissertation is dedicated to those who have my family's teaching gift and to those who did not or were not able to attend and graduate from college.
ACKNOWLEDGMENTS

First and foremost to the good Lord, who gave me everything in order to complete this major mission such as words, participants, and data. For all the prayers from my parents, Luther and Patricia Walters, my brother, Luke, and my sister-in-law, Sandy, my other sister, Laura, and from other family members and friends. My sister, Lisa, and brother-in-law, Mark, for taking me on vacation to have a rest from the pressure and keeping me motivated to press on.

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CHAPTER I

INTRODUCTION OF THE STUDY

Background

Globally, a rise in home school education has been experienced with the United States of America ranked as the fastest growing population of homeschoolers followed by the United Kingdom, Canada, and other countries (Chittom & Newton, 2011; Martin-Chang, Gould, & Meuse, 2011). Malaysia, Norlidah, Mohd, Saedah, and Ruslina (2013) found parent-teacher knowledge and presentation are of utmost importance for teaching and sharing in and out of the virtual and non-virtual communities and programs. Brian Ray (2011) claimed an estimated 1,734,000 to 2,346,000 homeschool students were enrolled in America in 2010. According to National Center for Education Statistics Analysis Report, Trends in the Use of School Choice 1993 to 2007, an approximate 2.9% of students from ages 5 to 17 were homeschooled (Grady, Bielick, & Aud, 2010; Lips & Feinberg, 2008; National Center for Education Statistics, 2014. Homeschooling is an increasing alternative means of education for the school age population with a 74% growth rate in the transition years of the 21st century, 1999 through 2007 (Ray, 2011).

Homeschooling Movement

In the 1960s, a re-emergence of homeschooling created an education movement and change in society's perspective with a flight of students from the public school system after religion was removed (Wilhelm & Firmin, 2009). John Holt, a public school reformation and homeschooling advocate, established educational works with the theory of individualization and children's rights with the pedagogical basics of teaching (Murphy, 2012). Later, Jane Van Galen identified two divisive groups of homeschoolers,
the ideologues (homeschoolers on the religious end) and the pedagogues (homeschoolers concerned with pedagogy) (Anthony & Burroughs, 2010; Sherifinski, 2014; Van Galen, 1991). According to Collom and Mitchell (2005), “Homeschooling is a growing, heterogeneous movement of organizations and individuals acting collectively in an effort to better their children’s lives” (p. 275).

*Homeschooling Groups and Reasons*

Brian Ray estimated homeschooling has grown 2% to 8% per year since 1999 (Ray, 2011). Research studies include literature of parental reasons for choosing to homeschool with pedagogical aspects of academic performance (control and constructs of academics), and ideological aspects (religious, morality, values, and beliefs). Ideology and pedagogy groups combined have intertwined reasons that include: prior negative public school experiences, including system dissatisfaction and safety, and self-efficacy in helping the child learn with complete parental control (Anthony & Burroughs, 2010; Chittom & Newton, 2011; Green & Hoover-Dempsy, 2007; Hanna, 2012; Jones & Gloeckner, 2004; McReynolds, 2007; Taylor-Hough, 2010).

Due to national economic shifts and societal changes, a rise of homeschooling may represent an alternative social movement, combined with an educational movement (Collom & Mitchell, 2005). Hence, expanded research and literature occurred on pedagogical and ideological parental reasoning for choosing homeschool and individual family roles (Anthony & Burroughs, 2010; Collom & Mitchell, 2010; Sherfinski, 2014). A significant connection exists between parental motivations and homeschooling when considering ideologues and pedagogues with flexibility, teaching methods, and family and religious reasons (Anthony & Burroughs, 2010; Hanna, 2012).
Homeschooling in the 21st Century

Mortin (2010) wrote that the family unit affirmed individualism with smooth embedding of community relationships. With increased Internet usage, the legality of homeschooling, and the No Child Left Behind Act of 2001 (NCLB), homeschooling groups and programs have burgeoned with added differential individualization (Isenburg, 2007). With legal freedom, expansion of parental motivations and organizations for homeschooling, and the social significance of homeschooling's popularity, understanding the various homeschooling programs and their impact is significant.

Theoretical Framework

Political, economic, and social movement progressions in America are fragmented and mainstreamed in the education arena, specifically homeschooling. Counterculture participants involved in homeschooling acknowledge and establish family and individual identities while becoming contributors to a nationwide social movement (Apple, 2007). John Holt raised awareness of homeschooling and can be acknowledged as the pioneering leader of the contemporary homeschooling movement and individualization theory of children’s learning (Cochran, 1999). Holt’s early writing influenced public school decentralization and the homeschooling movement. By the end of John Holt’s time, an alternative way of education, unschooling, was Holt’s vision for school reformation.

Homeschoolers were identified and individualized by the parental reasons for choosing to homeschool according to homeschooling categories, ideologues or pedagogues (Valery, 2011). The homeschoolers used individual rights for selection of instructional approaches. John Holt’s idea of the unschooling approach was individually
child-led, and child-directed centered on the child's interest while the parent interjected if the child conceded for help (Murphy, 2012).

Critics of John Holt found the ideas of school reformation and homeschooling to be somewhat of an undisciplined and non-biblical way of training a child. Others agreed that a family unit's individual belief and lifestyle without any governmental involvement and Holt's idea of parents accepting the responsibility to educate and meeting the child's need were theologically sound (Cochran, 1999). Collom and Mitchell (2005) found parents held mixed beliefs with an individualistic approach towards homeschooling by putting their child and the needs of the child first. Hence, John Holt's theory of individualization for the child still holds strong today.

Individual homeschooling models of organized curricula management and homeschooling approaches have increased with technology inventions including the Internet while providing resources and networking opportunities for parent-teachers that aid individual learners personally and socially. Hanna (2012) found a significant growth in homeschooling methods, materials, and curricula from technology and the use of the Internet in the following facets: (1) seeking advice about curricula, (2) downloading information and assignments, researching for daily instruction, (3) understanding learner task requirements and completion, (4) obtaining legal counsel, (5) buying materials, (6) course work participation, and (7) communicating with other homeschoolers. However, Valery (2011) noted homeschooling parent-teachers were more interested in finding non-standardized learning and hands on apparatuses, rather than technology-based tools.
Homeschooling Approaches

Homeschool approaches are diverse. Some are family-based while others are community-based. Each type features different components. To begin, family and community based homeschooling methods are designed to include four elements: (a) low-ratio of learner to adults, (b) instructional and extra curricula sibling interactions with parental guidance, (c) one-on-one and group interactions with other non-family children, and (d) friendships, mentors, or authority figures interactions with non-family adults (Gathercole, 2007).

While keeping these four components of family-based and community-based programs in mind, there is no set approach for homeschooling. Networks, resources, publications, and services, which provide varieties of opportunities and flexible options for choosing more than one approach depending on the family and the learner's needs, are available for ideological and pedagogical interested homeschoolers (Anthony & Burroughs, 2010; Collom & Mitchell, 2005; Hanna, 2012; Isenberg, 2007; Murphy, 2012; Valery, 2011).

Homeschooling public school partners, distance learning, Internet-based instruction, ready-made curricula, purchased books, parent-teacher created materials, cooperative learning, and unschooling are extensive curricula approaches for families and individualized homeschoolers (McReynolds, 2007; Murphy, 2012; Ray, 2013). Taylor-Hough (2010) noted six categories of homeschooling programs stated by a keynote speaker, Catherine Levison for homeschooling conventions, that included:

- The Charlotte Mason approach;
- Classical education;
• Unschooling;
• Correspondence schools and school-related umbrella organizations;
• Traditional school at home settings;
• Cooperative schooling;
• Computer-based homeschooling approaches.

Statement of the Problem

Ray (2013) and Gaither (2009) noted that homeschooling is considered part of mainstream education. Brady (2003) states that peer culture, personality development, and socialization are partial reasons for the homeschooling education movement, also claimed as a proliferated alternative social movement (Collom & Mitchell, 2005). Homeschooling has transitioned into a universal social change, ideologically and pedagogically and intertwined with a fused group of ideologues and pedagogues while homeschooling enrollment continues to increase. Individual and community organized programs, public and private umbrella opportunities, correspondence and virtual schools continue to grow. However, there is no literature on student usage of technology devices and techniques used in instructional time (Murphy, 2012).

Overall, a wide variety of homeschooling programs exist from online exclusivity to face-to-face organized settings (Apple, 2007; Hanna, 2012). Hanna (2012) postulated an increase of the networking concept among homeschoolers and the technology utilized expanded the homeschooling movement in the years of 1998-2008. While there is limited research on homeschooling programs, methods and outcomes (Taylor-Hough, 2010), Ray (2010) found that computers were linked to informal and formal curricula. Families were found that did not use computers for reasons that were either religious or
Individual (Hanna, 2012). Limited quantitative academic research is found on parental selections of approaches and the usage of technology in the instructional processes (Murphy, 2012).

Purpose of the Study

This study examined four factors of parental selection homeschooling approaches. The factors investigated include (a) parental motivations for selecting homeschooling approaches, (b) parental motivations for homeschooling (c) technology devices used by the child and (d) instructional technology integration. The researcher sought to investigate parental selections and experiences of homeschool approaches in the mainland States of America.

The researcher studied homeschooling approaches from cooperatives, unit studies, unschooling, computer-based options including correspondence schools or distance learning, and internet-based instruction. Additional methods examined include school-related umbrella organizations such as homeschooling public school partners, traditional school-at-home using parent-teacher created materials or ready-made curriculums with purchased books and with or without parent-led education communities, the Charlotte Mason method and Classical education.

Through the utilization of a survey instrument, data was collected in the winter of 2015 from enrolled homeschoolers. The participants had at least one year of homeschooling experience, and the primary family educator was involved in answering the survey questions. The data from the questionnaire was analyzed to see if there is a statistically significant relationship between the measured variables. The variables measured include: 1) parent's selection of homeschooling approach(es), 2) parental
Research Questions and Hypotheses

**Research Questions**

1. Does a relationship exist between the parent’s selection of homeschooling approach(es) and parental reasons for choosing to homeschool?

2. Does a relationship exist between the parent’s selection of homeschooling approach(es) and technology devices used by the child?

3. Does a relationship exist between the parent’s selection of homeschooling approach(es) and instructional technology integration?

**Research Hypotheses**

For the purposes of this study, the following hypotheses were tested:

H$_1$ There is a relationship between the parent’s selection of homeschooling approach(es) and parental reasons for choosing to homeschool.

H$_2$ There is a relationship between the parent’s selection of homeschooling approach(es) and technology devices used by the child.

H$_3$ There is a relationship between the parent’s selection of homeschooling approach(es) and instructional technology integration.
Limitations /Delimitations

1. The study is limited to individuals who have e-mail and Internet access.

2. The study includes homeschoolers that have at least one year of homeschooling experience.

3. The study is limited to self-reported questionnaires.

Assumptions

1. All participants filled out the questionnaire completely and honestly.

2. There was no error in the data.

Definition of Key Terms

_Homeschooling_ - education of an individual under the authority of parental control that includes all, much or most of instructional management and teaching (Vahid & Vahid, 2008).

_Homeschooling approaches_ - educating techniques and methods

- _The Charlotte Mason approach_ – Christian method that is pre-packaged materials and teacher directed with short schedules for academics and personal interests;

- _Classical education_ – method that utilizes pre-packaged curricula, which adapts subject matter according to the cognitive development of the learner;

- _Unschooling_ – individual learner-led method using any activity with parent-teacher assistance when asked by the learner;

- _Correspondence schools and school-related umbrella organizations_ – conventional school related affiliations of groups or classes in which the students
are enrolled as homeschoolers with partial enrollment in other school opportunities, usually paper, and pencil;

- *Traditional school at home settings* – method that is a replica of conventional schooling utilizing pre-packaged curricula;

- *Cooperative schooling* – eclectic method that parents work together to create classes or lessons using homemade curricula, pre-packaged curricula and/or individualized curricula;

- *Computer-based homeschooling approaches* – schooling methods utilized in either organized virtual correspondence programs or purchased virtually packaged products (Murphy, 2012; Taylor-Hough, 2010).

- *Parental reasons for choosing to homeschool* - motivators that encourage the family’s choice of homeschool education such as school environment concern, dissatisfaction with academic instruction at other schools, religious and moral instruction, mental and physical health of learner and special needs of the learner (Murphy, 2012).

- *Familial needs* - convenience, cost, and/or family philosophical or religious beliefs that are situational, logistical and belief related to the individual family quality elements and priorities (Glenn-Applegate, Pentimonti, & Justice, 2011).

- *Instructional Technology Integration* - student usage of technology in specific instructional activities: research, learn or practice drill skills, use social networking websites, and create art, music, movies or webcast and the following devices: desktop, laptop, iPad, Kindle/tablet, iPod, smartphone (Apple, 2005; Murphy, 2012; Valery, 2011).
Summary

Homeschool enrollment has continued to increase over the last 40 years. Reasons for homeschooling, legalities, and curriculum options have changed and interwoven multiple ways according to society changing with national and global systems, specifically the Internet and education. While academic literature has described homeschooling curricula as unit studies, correspondence computer-based programs, cooperatives, traditional school-at-home, Classical education, public-private school partnerships, unschooling and parent-led communities, precise uses of computers and technology in instructional approaches have not been found in literature (Murphy, 2012).

Homeschooling approaches can encompass several parent-led directions with pre-packaged curriculum, textbooks/workbooks, and/or lectures. Next, an approach can be a learner, parent, and another parent-teacher led learning with either pre-packaged or parent created curricula, textbooks/workbooks, lectures, and technology. Lastly, students can initiate learning activities and free to work at their pace with little parental involvement.

The researcher will analyze parent’s selection of homeschooling approach(es) to determine if there is a relationship between (a) parental reasons for choosing to homeschool; (b) technology devices used; and (c) technology integration. The study will benefit current homeschooling families and those who are considering homeschooling as an alternative form of education. Existing and possible future homeschoolers can grasp a better understanding of the vast amount of curriculum and program opportunities available.
CHAPTER II
LITERATURE REVIEW

Introduction

Homeschooling is an educational approach where children obtain all, most, or much of their education at home, typically with extensive parental involvement (Vahid & Vahid, 2008). Reich (2008) estimated with 1.3 million homeschoolers mean twice as many homeschoolers were enrolled than in private Christian school enrollment. Gaither (2008) noted that there is a new movement occurring with diverse populations, accommodations, adptions, hybridizations and technological options. The following literature review describes the past and present of homeschooling in America.

For this discussion, homeschooling transitional eras are divided into Movements I, II, and III. First, Movement I was a breaking free time for the new nation. Pilgrims and Native Americans focused on the family and communities, socially and educationally (Guterson, 1992; Hanna, 2012). Next, Movement II, society used physical work to create growth in individuals, societies, politics and economics (Murphy, 2013). Throughout the 1800's through the 1900's, the hands-on approach utilized inventions in agriculture, manufacturing, mining, transportation, technology and an educational system requiring compulsory education, while transitioning and experiencing revolutions (Hanna, 2012). Movement III emerged with contemporary homeschooling based on John Holt’s theory of individualization along with the new inventions of computers and the birthing of technology (Murphy, 2012; Taylor-Hough, 2010). Socially, public dissatisfaction, economically and politically, became apparent with movements such as civil rights and women's liberation. A fresh way of educating learners and taking on the latest ways of
thinking for creating firsthand knowledge with innovative, synthesized projects were a part of the transitional, and reformed mindsets found (Murphy, 2013). Different concepts and policies such as alternative forms of education, homeschooling, and private schooling emerged. Therefore, homeschooling began to expand and change with enrollment and homeschooling approaches. Simultaneously, the evolution of technology swelled homeschooling enrollment and methods of homeschooling. An embedding of technological options and opportunities into instructional lessons and networking created different homeschooling locale operations, public, private and virtual venues (Lips & Feinberg, 2008; Murphy, 2012; Ray, 2010).

Homeschooling encountered mainstream education in Movement I. Next, Movement II consisted of transitional times with the growth of population and newly civilized area developments (Guterson, 1992). New inventions were created that extended the marketplace from agriculture to businesses, industries, employment opportunities, education and governances (Murphy, 2013). Homeschooling vanished into the background while public school emerged. Movement III began in the 1900's with new revolutions of social liberations in education, civil, women, and homosexuals, which influenced countercultural advocates and society reformists. Homeschooling re-emerged into America's society beginning with 10,000 to 15,000 enrolled students in the 1970s (Murphy, 2013). According to the 2013 NCHES survey, an estimated enrollment of two million registered learners forty years (Murphy, 2013). Previous homeschooling studies included academic achievement, socialization skills, and parental reasons for homeschooling and homeschooling approaches. Limited research on homeschooling approaches and technology integration were performed.
Movement I

In Movement I, the roots of homeschooling can be traced to America's beginning, entering an uncivilized land and developing a new nation free of previous national constraints (Wilhem & Firmin, 2009). According to Collom (2005) and Murphy (2012), the roles of living and education community were founded upon family beliefs, values, and initiatives. Community members, parents and learners in society all participated in the training and educating of the children with an emphasis on vocational and lifestyle activities. The participants used available resources and opportunities for growing and enlightening youngsters and other learners (Guterson, 1992).

Due to the culture of the society, homeschooling was mainstream of education (Guterson, 1992; Hanna, 2012; Murphy, 2013). Parental rights, meeting the needs of the child, physically, emotionally, mentally and spiritually were based on theological faith basis (Cochran, 1999), in which the ideological and the pedagogical group of homeschoolers existed (Lierman, 1999). In America’s primitive societies, children and adults mixed daily with the community.

Society’s educational work was public and visible through the roles of the community members with cultural collaboration and direct instruction (Guterson, 1992). Children experienced direct instruction when it came to individual physical projects: crafting a water jug, concocting herbal medicine, basket weaving, crop planting and building (Qayumi, 2001). Other means of providing relevant models of daily living examples included apprenticeships, personal mentoring and family practices (Taylor-Hough, 2010).
Parent’s freedom to raise and train their children was evident through the participants, resources and training activities. In addition, Qayumi (2001) wrote that the family members passed down the knowledge of constraint and minimal enrichment, with tribal religion and rituals. Educational curriculums focused on myths, philosophy, and history. However, cultural values and traditions were learned within the home and community (Qayumi, 2001). Namely, homeschooling was the custom and rights of the parents to be responsible for their children and their education (Clouthier, 2011).

Movement II

In Movement II, industry and education communities transitioned to societies. Community members were employed by the inventions and businesses created in the new nation (Archer, 2000). Therefore, the evolved roles of society members transitioned while new laws and governances disintegrated the foundation of America's initial cultural, economic, and social framework (Murphy, 2013). Movement II was integrated with transitioning of original civilizations to complex societies while creating roles changes due to industry and education growth (Archer, 2000).

During the American frontier times, the parents taught education at home or in (Ray, 1985) one-room schoolhouses, similar to private schools. Congruently, the agricultural society transferred to the industrial society with an economic and social growth (Galen & Pitman, 1991; Wilhelm & Firmin, 2009). Driscoll and Wagner (2011) reported that the wealthiest families could afford to send their children to private schools while others relied on the practice of homeschooling.

In 1852, Massachusetts was the first state to enact the first compulsory attendance law. Due to the Hands On Revolution, work labor increased with an immigrate invasion
and child labor laws came into existence (Clare Boothe Luce Policy Institute, 2014; Driscoll & Wagner, 2011; Wilhelm & Firmin, 2009). Traditional schools were organized systemically and built for children in area communities. Devout parents were comforted knowing children had spiritual exercises and a religious foundation in public schools, private, parochial and denominational schools (Archer, 2000). The church's influence remained embedded in educational administration and instruction for academic, social and moral progression or fusion of ideology and pedagogy. With limited options for educating the children, parent's decision to enroll their children in systemic public school education was influenced with the compelling of the government (Archer, 2000; Wilhelm & Firmin, 2009). During this time and to fit societal needs, the parent’s gave up their rights to the government public school system for their child’s education (Murphy, 2012.)

During the 19th century, specifically the time of Horace Mann and free public education, social organization, unity and equality for all emerged (Stambach & David, 2005). Modern designed public school systems built a culture based on historical society’s education methods, which remain in effect (Courtney, 2012). In these progressive times, public education began with the theory that a role of society was to provide basic training, good citizenship and necessary skills for life and careers, to all children, deprived or affluent (Driscoll & Wagner, 2011). During the shift from religious to content curriculum focus in the 1900s-1960s, contemporary homeschooling was a popular choice as an alternative education because God-driven prayers were taken out of the public school system (Lips & Feinberg, 2008; Wilhelm & Firmin, 2009).

Movement II produced an economic, political and social growth, through changes in the frontier, agriculture, industry, transportation and mining (Archer, 2000; Wilhelm &
Firmin, 2009). From an influx of people, inventions and newly civilized areas, society and the roles of its members changed from agricultural living to a workforce. Next, governance and laws created new avenues for industries and education for the first time in American History. Traditional schools were built and homeschooling diminished (Cai, Reeve, & Robinson, 2002; Wilhelm & Firmin, 2009).

Movement III

Society evolved again politically, economically and socially with the information revolution, Movement III. Hence, different trends in education emerged in the culture (Murphy, 2013). Archer (2000) wrote that the 1960’s in America were revolutionary with causes of equal privileges of social liberations: civil, women and homosexuals with educational situations that provided changes in mindsets and fundamental shifts. Therefore, innovative educational ideas were identified in homeschooling (Holt, 1983; Driscoll & Wagner, 2011; Gaither, 2008). Counterculture advocates and social reformers interrogated the benefits of the traditional school day (Neal, 2006), while believing of self-efficacy in delivering appropriate instructional opportunities for academic growth at home (Anthony & Burroughs, 2010; Collom & Mitchum, 2005). The causal effect was growth and changes in enrolled diverse populations and regulations that resulted in parental motivations for homeschooling, while technology resources were increasing (Valery, 2011). During this era, public mindsets changed and fundamental shifts towards homeschooling. The outcomes of educational laws and regulations were enacted and defined homeschooling groups and reasons emerging, as well as and technological advancement (Isenberg, 2007; Valery, 2011).
Educational Laws Enacted

In 1962 and 1963, the Supreme Court ruled prayer and Bible sessions supported by the public schools were unconstitutional and illegal (Archer, 2000). Next, the Elementary and Secondary Education Act of 1965 was instated. This act united public and religious schools with aid provided for poor children regardless of the attended school (Archer, 2000). As a result, evangelical Christians held homeschool symposiums and the principal drive for homeschooling transferred from the instructional aspect to the religious factor (Archer, 2000). A conservative Christian movement began with student withdrawal of the public school systems creating a modern homeschool movement (Isenberg, 2007; Neal, 2006). Archer (2000) wrote the enrollment of students in homeschooling was diversified even though Christians represented the majority population.

Theoretical Framework

While established significant research and theories of homeschooling are rare, John Holt, a free school activist and humanist, became the pioneering leader in public school reformation, educational decentralization and a founding father of the contemporary homeschooling movement (Murphy, 2012; Taylor-Hough, 2010). Thus, John Holt studied homeschooling families and brought awareness and growth to the public (Archer, 2000; Chittom & Newton, 2011) advocating children's rights (Cochran, 1999). Holt (1982) was known for the idea of the public schools concentration on and dispersion of a formulated body of knowledge rather than having the child's interest as a top priority. The founding father of the re-emergent homeschooling, John Holt, identified three assumptions of public school academia, which were, the instructing of more
fundamental content the better, a marginalized body of knowledge, and the determining factor of the student's education level is student mastery of skills and knowledge (Holt, 1983). Holt believed that public schools help children fail instead of allowing them to develop as critical thinking decision makers in their choice of realistically significant education (Cochran, 1999; Holt, 1982).

Cochran (1999) described Holt as a product of the romantic era philosophers such as Dewey, Tolstoy, Rousseau and A.S. Neil, as well as an independent theorist from his personal experiences. Ray (1985) compared Holt with Dewey as both being school reformers with the welfare of the interdependence of the individual and social growth. Dewey advocated for school to be the parent and society's house of wisdom, whereas Holt wrote that the compatibility of the school system and the students were nonexistent and viewed the parents as the best school (Ray, 1985).

Holt acknowledged the child's authority to be equivalent to an adult with rights, privileges and duties (Cochran, 1999). In his later years, Holt prescribed that the "what", "when", and "how" determined by the children (Murphy, 2012) with parent autonomy should be taken in highest regard for all who chose to unschool their children (Taylor-Hough, 2010; Wilhelm & Firmin, 2009). The writings of Holt promoted homeschooling for the right’s of the child to learn in all settings and lifestyles with self-autonomy of determination, self-definition and governance (Holt, 1982; Murphy, 2012; Reich, 2008). Self-definition in homeschooling coincided with Holt's individualized learning theory that comprised ideas for homeschooling, such as daily life, personal curriculum choice, continuous streams of learning meandered through extended curriculum and extended families (Gaither, 2008; Holt, 1982; Murphy, 2012).
According to Kozlowski (1999), homeschooling parents wanted to claim an education as an individual accommodation for their child, with a lifestyle of holistic learning experiences instead of standardized content. Kozlowski (1999) determined that individualization meant a variety of opportunities and instructional strategies included the choices of an interesting or difficult topic. Strategies included more or less time on particular activities, available projects and its potentials, facilitator or supporter roles, work settings and learner group sizes. Parent-teachers believed individualized choices, options, talents and interests were channeled rather than having cauterized learning, and the learner's attitudes and passions (Kozlowski, 1999). The idea of trust between parent-teacher and student relationships with an educational and life relevancy was established (Kozlowski, 1999).

Next, the information age produced another movement in homeschooling history and individualization. Televisions, video recorders and DVD players, and the birthing of computers brought new modern techniques for information to transcend virtually beginning in large businesses and then into homes and schools (Shadbolt, Hall, Hendler & Dutton, 2013). The development of the World Wide Web (WWW) in 1991 established phenomena in all dynamics of global societies (Norlidah et al., 2013).

In conclusion, Rudner (1999) wrote, “Homeschooling thrives on individuality, and the home education movement daily becomes more diverse.” John Holt’s theory of individualization was chosen as the theoretical framework of homeschooling in this study. The individualized education focus began with parental action, identifiable parental motivators and varied approaches in homeschooling. Educational laws and regulations were enacted that caused public mindsets and fundamental shifts towards
homeschooling. Thus, defined homeschooling groups and reasons emerged with technological advancement in Movement III (Holt, 1982).

Reasons for Homeschooling

Various motives exist for parental choice in homeschool education. Jerub (1994) found four reasons for parental reasons for homeschooling: (a) academics, (b) religious, (c) family motivations, and (d) socialization. In the 2003, National Household Education Survey Program (NHES) conducted a study that included a survey and found that 31% of homeschooled children had parents who declared the environment of other schools, such as safety, drugs, or negative peer pressure, as the most predominant purpose for homeschooling and 30% had parents that stated the primary purpose was to provide religious or moral instruction. Sixteen percent of parents represented dissatisfaction with previous school academic instruction (Lee & McMahon, 2011; National Center for Education Statistics, 2014; Princiotta & Bielick, 2006). Research has shown that conflicting experiences of school happen before a parental decision is made to enroll the learner in homeschooling (Anthony & Burroughs, 2010; Fields-Smith & Williams, 2009; Knowles, 1988).

Researchers began investigating parental motivations of homeschooling in the 1990s. Isenberg (2007) compared the question, “Do you homeschool for this reason?” of NHES studies of 1996, 1999 and 2003 and found the top three reasons to be the same, “to give a child a better education at home”, “religious reason”, and “poor learning environment,” (National Center for Education Statistics, 2014). However, in 2003, NHES changed the survey style with similar but different top three reasons, “concern about environment of other schools”, dissatisfaction with academic instruction at other
schools,” and “to provide religious or moral instruction” (Isenberg, 2007). A common concern among homeschooling parents was with trust in the educational system authorities and academic and social accomplishments authorities (Driscoll & Wagner, 2011; Lee & McMahon, 2011). With the onset of public school disclosure for unsafe environments and an increase in technology, such as online schools, have made homeschooling more appealing (Lyman, 1998).

The National Household Education Statistics (2014) identified 3.4% or almost two million of school age students that were enrolled in homeschooling. Concern about school environment was the number one reason parents chose homeschooling at 91%. The second top reason for choosing homeschooling was a desire to provide moral instruction at 77% and dissatisfaction of academic instruction was at 74%. Parents responded with concern about the school environment as the most important reason for homeschooling at 25%. Family issues, distance, finance and travel were small percentages of other grounds for choosing homeschooling (Noel, Stark, Redford, 2013; Ray, 2013). Philosophical and religious beliefs, location, cost, distance, approach flexibility and family work and business relationships are components of familial needs considered as factors that influenced parental selection of approaches (Higgins, 2008).

Homeschoolers were motivated by the pedagogical reason to leave schools because of system dissatisfaction and wanting something better for their children (Anthony & Burroughs, 2010; Gathercole, 2007; Isenberg, 2007; Lee & McMahon, 2011). A significant amount of families cited religion as a factor and one out of seven claimed special needs or behavior issues as parental motivations for homeschooling (Isenberg, 2007). While ideological and pedagogical groups represented a mix of
parental reasons for homeschooling (Anthony & Burroughs, 2010), various families blamed the public school system for offering a one-size-fits-all primary education that does not take into consideration the emotional, developmental, intellectual, and moral needs of all children (Driscoll & Wagner, 2011; Green & Hoover-Dempsey, 2007).

Homeschooling Regulations

The Home School Legal Defense Association (HSLDA) and the National Homeschool Education Research Institute (NHERI) were founded as advocating agencies for the growing population in homeschooling. In defense of the rights of homeschooling families, the HSLDA was established in 1983 as a non-profit organization for advocacy and current research (Cooper & Sureau, 2007; Isenberg, 2007; Lips & Feinberg, 2008). The NHERI was founded in 1990 as a scholarly organization to investigate and publish homeschooling research. New research, published articles, clearinghouse of homeschooling news, statistics, resources and a peer-reviewed journal are products of the NHERI (National Homeschool Research Institute, 2014).

All states were legalized homeschooling by 1993, yet Driscoll and Wagner (2011) wrote that eleven states have no regulations regarding homeschooling (Stewart & Neely, 2005; Wilhelm & Firmin, 2009). Homeschoolers felt tension in politics when the Elementary and Secondary Education Act was amended in 1994 with a requirement of certified full-time subject area teachers (Isenberg, 2007). In 2000, The No Child Left Behind Act was passed and requiring all schools to have teachers to be licensed except homeschooling families (Cooper & Sureau, 2007). Hence, giving parents of school-aged children freedom to have a choice of educational options, charter schools, voucher programs, individual or combined with homeschooling (Isenberg, 2007). Reich (2008)
suggested instead of outlawing homeschooling, but ordering it for both the state and the child and making sure all needs were being met.

Stewart and Neeley (2005) stated there is an absence of research examined with variables of homeschool enrollment to state regulations. Most states require parents to administer standardized test, report scores and provide an approved curriculum. However, untrained parents remain with a lack of uniform requirements that creates a debate with professional educators (Chittom & Newton, 2011). While prior research had shown the negatives of homeschooling, child abuse, inattentive parenting and educational productivity (Cooper & Sureau, 2007; Lee & McMahon, 2011), there have been positives outcomes of research that included equal or higher of student achievement scores and socialization skills scores between homeschoolers and public school students (Collom, 2005; Collom & Mitchum, 2005; Medlin, 2010; Ray, 2000, 2009).

While scholarly research and published literature on education has flooded the market about homeschooling (Murphy, 2012), preliminary investigations suggested a wide variance in the homeschool statistical data may be directly attributed to differences in the written language of the state regulations and laws (Isenberg, 2007). Accurate data is difficult to find because of the lack of marginalization of state and local legislation, policies and regulations for homeschoolers. Individuality, parental rights and paradigms prohibited participation in research studies in which randomization of population samples do not allow for accurate generalizability. Isenberg (2007) explained the National Household Education Survey (NHES) generated the most suitable generalizable random data for homeschooling since statewide data is varied according to laws and regulations. The NHES was able to perform a national cross-sectional survey with ample sample
sized for comparison of homeschooling students and traditional school students. According to Isenberg (2007), NHES been found to obtain a large set of data that answers the how many, why, and how parents homeschool children.

National demographics of homeschooling were identified in the late 1980’s through today with the most recent study conducted by the NEHS in 2012 (National Center for Education Statistics, 2014; Noel et al., 2013; Ray, 2013). Various factors measured were enrolled race population, primary household teacher, and family income levels (National Center for Education Statistics, 2014). A growth in minority races for homeschooling has been found in the post-modern homeschooling era. Native Americans, blacks, Hispanics, Hawaiian natives, Roman Catholics, Islamic, special needs and professional school aged children athletes are among the rising minority groups (Gaither, 2008). Stay-at-home dads and single mothers are included in the diversity among homeschooling groups (Gaither, 2008; Murphy, 2012). Family incomes were measured based on Census poverty thresholds with number of household members to provide whether the sample student was poor or non-poor (NHES, 2014).

Cooper and Sureau (2007) wrote homeschooling challenged traditional public education and was criticized by public education supporters. Challengers of homeschooling believed students would not benefit from interacting with diverse cultures, beliefs and backgrounds in a school environment. Validity and reliability of homeschooling were questioned due to an idea of random state homeschooling regulations and laws with leniency and inconsistent parent-teacher responsibility with standardized requirements (Chittom & Newton, 2011).
Policymakers, educators, professional education associations, and scholars are known critics of homeschooling. Opponents claimed untrained parents lacked the uniform requirements (Chittom & Newton, 2011; Lee & McMahon, 2011) and are not qualified, certified, equipped nor educated enough to meet the needs of the students regardless of content area (Lee & McMahon, 2011). According to Kozlowski (1999) the primary concern of Alabama's superintendents towards homeschoolers was unqualified and incapable parent-teachers. Ray (2000) noted that debaters find homeschooling detrimental aspects to be parent-teachers and education managers that are untrained and non-certified.

Socialization as isolation was designated as another concern of homeschooling critics (Chittom & Newton, 2011; Cooper & Sureau, 2007). In a regular school setting, parents have less control of the interactions and gain a reasonable level of control over the child’s socialization experiences (Lee & McMahon, 2011). Homeschooling parents wanted to shield the competitive, contrary, intimidating, harmful or violent social interactions (Kozlowski, 1999) from their children with providing socialization through selective extracurricular activities (Vahid & Vahid, 2008). Gathercole (2007) stated that a plethora of available and appropriate social opportunities was options for homeschoolers. Parents or adults who school children at home viewed socialization options as being community-based and family-based opportunities. Each option involved real-life, meaningful interactions as well as conversations with people from all age groups, from global life experiences and socio-economic groups (Driscoll & Wagner, 2011; Duval, Delquadri, & Ward, 2004; Gathercole, 2007).
Driscoll and Wagner (2011) wrote that homeschooling has socialized, hands-on instructional activities: volunteering in community centers, exploring natural parks, taking higher education courses or shadowing career areas of interest with individualized curriculums, special needs instructional strategies. Murphy (2012) described a deeper faction of homeschooling approaches to include extended curriculums and extended families. Participating in family managed businesses, household managing, apprenticeships, personal mentor, community volunteering, special events and field trips are examples of extended curriculum. Gaither (2008) found homeschooler affiliations with public and private school extra curricula, weekly enrichment classes, sports activities, college dual enrollment programs and other public services that would be of extended curriculum. Lips and Feinberg (2008) found 20 states declared policies of acceptance of homeschool student enrollment in some public school extracurricular athletics and activities. Homeschooling legalization and integrated technology helped a growth spurt in enrollment, delivery and materials of homeschooling instructional approaches (Isenberg, 2007).

In succeeding decades, homeschooling and its continuation of increased enrollment have gained popularity as a mainstream educational alternative and as a social movement with concurring organizations and networks (Gaither, 2009; Lips & Feinberg, 2008; Stewart & Neeley, 2005). Extended families stemmed socially from available homeschooling support groups or associations (Murphy, 2012). Lines (1995) theorized where any area has a small group of homeschoolers, a support organization was formed. Flexibility of schooling allowed associations or group locations locally and expanded regionally and/or nationally. Cooper and Sureau (2007) claimed associations or groups to
be politically, socially and educationally powerful with support from NHREI and HSLDA.

While the NHERI advocates for homeschooling with new academic research with a peer-reviewed journal that includes statistics and resources, the Home School Legal Defense Association was founded in defense of the rights of homeschooling families (Lips & Feinberg, 2008; National Homeschool Research Institute, 2014). Services such as courses for diplomas and advanced learning, virtual online learning opportunities, and testing and tutoring centers are offered and individualized to the common needs and concerns of the involved families (Bauman, 2001; Lips & Feinberg, 2008). In 1983, Great Salt Lake City urban area school districts founded alliances with homeschoolers with accommodations of library usages and enrollment in special classes such as art and science (Knowles, Marlow, & Muchmore, 1992). Collom and Mitchell (2005) described a home school charter in California in which parents and learners come to the school to plan, create and execute educational curriculums with state funds for providing services, resources, technology and state standardized testing.

Homeschooling Approaches

While the public school systems have undergone increased school violence, overcrowding and limited funding (Lee & McMahon, 2011) due to economic and technological rapid changes in society (Gaither, 2008), homeschool education enrollment increased statistically 74% from 1999 to 2007 (Bielick, 2008) and 17% from 2007 to 2012 (Noel et al., 2013; Ray, 2013). Isenberg (2007) stated an approximate number of a one to five ratio of enrolled children in homeschooling to enrolled children in private school education. Consequently, growth in society’s technology and information age,
with different knowledge of public and governmental information, has provided changes that have economically and socially affected education. Thus, parental reasons for choosing to homeschool and homeschooling approaches were evident with this development (Isenberg, 2007).

According to (Knowles et al., 1992), the preferred motivator, for homeschooling was parental independence with paradigms of personal, practical education. John Holt's theory of freedom and individualized education for parental autonomy is a foundation for the choice to homeschool and with a wide variety of homeschooling approaches (Collom & Mitchum, 2005). Stevens (2011) described an in parental decisions of structure with choosing a curriculum approach while Hanna (2012) claimed homeschoolers used an assortment of options with a chosen eclectic program plan.

Research examining homeschooling approaches, and instructional methods varied due to personalization and customization of parents and learners (Murphy, 2012). Fields-Smith and Williams (2009) noted individualization to be a challenge for parents because of determining the child’s learning strategies, which were different from the parent’s learning preferences and personalities. Self-definition and parent-teachers’ individualization of a homeschooling mother’s movement supported and created curricula and educational management for the household.

Economic and technological shifts in society influenced the mother’s movement with social imitations of past homeschooling, and contemporary homeschooling approaches (Gaither, 2008; Sherfinski, 2014). According to Isenberg (2007) and Murphy (2012), homeschooling growth and technology expansion provided increased amounts of
literature and available information for more developed homeschooling approaches that emphasize customized individualization and personalization.

Kozlowski (1999) found three curriculum paths of homeschooling methods that varied with the individual in charge of the student's schooling approach. The three curriculum plans, conventional school curricula and text, marketable curricula with an individual learner interests plus or minus other resources, and the unschoolers who followed no agenda or formal curricula. Simultaneously, a new societal change with technological expansion created a new path for homeschooling approaches. The development of the World Wide Web in 1991 provided the expansion of new methods of homeschool education. Technology combined with homeschooling promoted limitless possibilities of growth and ease to obtain available homeschooling materials, programs and virtual learning (Isenberg, 2007).

Anthony and Burroughs (2010) found an individualized, integrated approach of progressive and traditional curriculum with varied teaching strategies that included both pedagogical and ideological reasons. One participant's motivations for homeschooling were identified integrating educational and ideological paradigms by evidence found in the home literature. Concurrently, another family allowed secular television shows combined with individualization. Both participants declared their approaches to homeschooling were decided upon what was best for their family (Anthony & Burroughs, 2010).

McKeon (2007) discovered a progression of homeschooling teaching approaches and expanded the structures into four categories: (1) traditional, (2) unschooling, (3) eclectic, and (4) classical. First, the traditional approach encompassed program
instruction or the “boxed curriculum” ready made to ship to the homeschoolers who
ordered. Secondly, the traditional approach was the most common type chosen for
homeschooling. Next, John Holt’s idea of unschooling was another path chosen and was
described as the learner’s preferred choice of education according to preference and
personality type (Lee & McMahon, 2011). McKeon explained another homeschooling
method, the eclectic approach that combined boxed curricula, individualized, and/or
personally created curricula. Available options and settings for the on the fence or
borderline unschoolers/homeschoolers were considered relaxed and the laid back type
that went the eclectic path (McKeon, 2007).

Finally, the classical approach emerged as a homeschooling path. Classical
education model was designed according to three stages as the core of cognitive
development (Anthony & Burroughs, 2010; McKeon, 2007). Courtney (2012) wrote that
classical education was a homeschooling curriculum option that is based on the Trivium,
grammar, dialectic, and rhetoric. The first stage of the Trivium known as the grammar
stage included memorization and concrete thinking of factual knowledge in the
elementary school years. The next phase was an understanding and analytical thinking
phase, the dialectic stage. Sequentially, persuasive knowledge spoke and written was
accentuated in the middle school years. Finally, in the high school years, the rhetoric
stage integrated abstract thinking and articulation was emphasized (Anthony &
Burroughs, 2010; McKeon, 2007).

Taylor-Hough (2010) examined the equality of homeschooling approaches based
on the parental reasons for their children's individualized learning. Levinson (as cited in
Taylor-Hough, 2010) provided another expansion of homeschooling methods with an
increase that included specific venues for technological integration and individualization.

The Charlotte Mason method, classical education, unschooling, correspondence schools and school-related umbrella organizations, traditional school at home settings, cooperative schooling, and computer-based homeschooling methods are Levinson's idea of homeschooling teaching structures. Taylor-Hough (2010) described the Charlotte Mason, British educator, approach as a means to instill a lifelong love of learning with the teacher directed short schedules based on the teachings of a 19\textsuperscript{th} and 20\textsuperscript{th} century.

Next, Classical education developed the early years of the fundamental fact rote learning and the later years were concentrated on oratory, written and critical thinking of history's most timeless concepts (Taylor-Hough, 2010).

John Holt invented the method of unschooling in which schooling should be a free buffet of child-driven exposures and opportunities with the parent-teacher facilitating when directions are needed (Cochran, 1999). Students directed their learning and pursued their interests with no limits, scope or sequence in unschooling (Taylor-Hough, 2010). Correspondence schools and school-related umbrella organizations were paper and pencil centered according to the academic affiliation. Traditional school-at-home settings were exact replicas of conventional schools, and cooperative schooling was parent initiated and led in small groups, according to subject, area or expertise (Collom & Mitchum, 2005). Computer-based homeschooling structures consisted of purchased curricula products or as part of an established correspondence program with various available methodologies (Levinson, personal communication, April 2010; Ray, 2000; Taylor-Hough, 2010).

Murphy (2012) defined the curriculum approaches as packaging systems that included curriculum materials, organizational arrangements, instructional delivery
options, and pedagogy methods. The packaging systems were one faction of homeschooling methodology. The type of schooling varied from the individual in charge of the student's education approach, parent/educational manager and/or parent-teacher (Anthony & Burroughs, 2010; Duval et al., 2004).

Murphy (2012) described a deeper division of homeschooling teaching structures to include extended curricula and families. Participating in family managed businesses, household managing, apprenticeships, personal mentoring, community volunteering, special events and field trips are examples of extended curricula which are defined as scenes for teaching. Gaither (2008) found homeschooler affiliations with public and private school extra curricula activities, weekly enrichment classes, sports activities, college dual enrollment programs and other public services that would be covered by extended curriculum. Lips and Feinberg (2008) found 20 states that declared acceptance policies of homeschool student enrollment in some public school extracurricular activities and athletics. Academic and religious beliefs and values, finance, location, time, and parental professional relationships are familial needs that factor into parental selection of teaching approaches and choosing to homeschool, in which there has been limited scholarly literature. In addition, learning structures of homeschooling include: (a) materials and amounts of information for curriculum development and educational additives and services, (b) cooperatives, (c) facilities, (d) cognitive, (e) social, and (f) motor stimulation and materials (Glenn-Applegate et al., 2011). Limited literature of ideological and pedagogical paradigms generated alternative and interchangeable options; technology integration and usage are identified for the selection of homeschooling approaches. However, the needs of individualization of the family, parent, and learner are
calculated in the homeschooling approaches process selection (Lee & McMahon, 2011; Sherfinski, 2014).

Available homeschooling support groups or associations accentuated extended families for homescholers. Lines (1996) theorized where any area has a small group of homeschoolers, an organization was formed along with the flexibility of varied locations, local, regional and/or national. Cooper and Sureau (2007) claimed associations or groups to be politically, socially and educationally powerful with support from NHREI and HSLDA.

Other enterprises, private and not for profit, developed as institutions and service agencies in the homeschooling movement. Services such as courses for diplomas and advanced learning, virtual online learning opportunities, and testing and tutoring centers are offered and individualized to the common needs and concerns of the involved families (Bauman, 2001; Collom & Mitchell, 2005; Lips & Feinberg, 2008). Growth in society's technology and changes has economically and socially affected education. Hence, different knowledge of public and governmental information, parental reasons for choosing homeschooling and homeschooling approaches were modified and transformed (Anthony & Burroughs, 2010; Apple, 2007).

Technology

A 21st century education matrix evolved including cyber home/charter schools that provided extensive online curriculums (Gaither, 2009). Google searches provided curriculums and methods from free to all price ranges. Sharing of projects, inventions, and socialization opportunities existed in Google, wikis, blogs and Facebook (Lips & Feinberg, 2008; Norlidah et al., 2013). Long distance learning was accessed by urban

The World Wide Web (WWW) was created and exposed as the informational cyberspace equipment that constructed a platform of evolution for technology and transformative business procedures and human interaction (Shadbolt, Hall, Hendler, & Dutton, 2013). Rapid explosions of web pieces and compilations produced an industry of innovative educational possibilities to reveal a global hotwire of express information exposure became realized with hypertext, browsers and humans (Bryant, 2011; Hall & Tiropanis, 2012). Globalization and homeschool population increased with the explosion of the Internet and information and societal changes, economically and educationally (Apple, 2007).

In less than ten years, many pivotal historical facets have occurred: the first educational conference of web life, Wi-Fi, international Internet network communications development, and Google. A culmination of the twenty years of web life study expressed an ongoing interactive, interdisciplinary cohorts and courses of web science research. The web life evolution created another branch of homeschool education innovation. Hybrid online schools, virtual schools, social media, gamification venues are examples technological learning experiences that meet the diversity of educational schooling possibilities. Globally, Canada, the United Kingdom and other countries in the
world have homeschool education, but the fastest growing is in the United States of America (Chittom & Wagner, 2011). Smith (2009) stated Canadian and American homeschool families were leading the way in the movement with graduates who were productive citizen. However, in Malaysia, homeschool education has been opened to the citizens since 2003 when the Introduction of Free and Compulsory Education Act was implemented (Norlidah et al., 2013).

Norlidah et al. (2013) wrote the Malaysia homeschooling movement began with a technological foundation instead of a technological evolution like America. With a ten-year existence, technology in Malaysia homeschooling started with social websites and mobile learning. Next, online material development of knowledge was constructed through wiki, blogs, and digital stories while accessing the information via the Internet. Finally, critical thinking skills were exhibited from in web portals and interactive video games (Norlidah et al., 2013). Integrated technology with homeschool learning contributed to more growth in the number of homeschool students while offered options to establish creative ways to balance home life and work (Lips & Feinberg, 2008; Valery, 2011).

Research has shown a transition from very little technology, television and DVD players for curricular and extracurricular usage to 98.3% (Ray, 2010) of all homeschooling families with a computer in their homes. Valery (2011) identified homeschoolers used online tools for content preparing instead of integrated usage of technology embedded in content lessons. Anthony and Burroughs (2010) claimed a need for further research is required for technology and cooperative integration into support systems. Research is needed to know what extent homeschoolers use a computer and to
what extent is homeschooling instructional approaches is used with integrated technology (Murphy, 2012).

Society shifted with social and political changes, and contemporary homeschooling moved into a new era of being mainstreamed into education with almost two million enrolled learners as the fastest growing education practice (Murphy, 2012). With the onset of public school disclosure for unsafe environments, increased technology such as online schools has made homeschooling more appealing (Lyman, 2000) and increased the population of homeschooling nationally. Safety, social issues and emotional needs, religion, and academic proficiency are reasons parents have chosen to educate children at home (Bauer & Wise, 2009; Vahid, & Vahid, 2008).

Recent research of different knowledge of homeschooling critics, parental reasons for homeschooling, groups of homeschoolers, and homeschooling approach. Advocates and adversaries of homeschooling were debating on topics of the diverse socialization, teacher qualifications, and irregular state homeschooling laws and policies. Concerns about school environment were the most important with 91% of respondents' reason for choosing homeschooling. Next, moral instruction had 77% and academic interest was third with 74%. While collapsing categories of curriculum approaches was found to be difficult, abundance of curriculum approaches was found through combining reasons for homeschooling, homeschool extended families and support systems and technology. Exponential growth of technology and the WWW gave firsthand avenues for homeschooling approaches.
Conclusion

The rise of home education indicated the homeschool movement as a social movement, instead of merely an educational alternative. Hence, homeschooling has continued to gain popularity in the succeeding decades (Lips & Feinberg, 2008; Stewart & Neeley, 2005). An estimated enrollment of homeschool population exceeds the two million mark (Ray, 2011). Twenty states declared policies of acceptance of homeschool student enrollment in some public school extracurricular athletics and activities (Lips & Feinberg, 2008). The universality of homeschool education reached Malaysia a decade ago with expected population growth due to quality formal schooling including social and academic issues (Norlidah et al., 2013).

Nationally and globally, education effectiveness and student safety have become the primary purposes parents chose homeschool education as an alternative form of learning for their children. Religion and parent efficacy of providing better educational and social opportunities were listed as motivators for choosing homeschooling. The definition of socialization seemed to be varied depending on the individuals. Different viewpoints and ideas shaped personal meanings of socialization and opportunities. With the society changing, more approaches for homeschoolers have risen. Parents choose and regulate the way to have socialization events with more of a controlled environment.

Teaching structures, parental reasons for choosing to homeschool, familial needs and technology are the factors related to parent selection of homeschooling approaches (Anthony & Burroughs, 2010; Apple, 2007; Higgins, 2008, Murphy, 2012, Taylor-Hough, 2010, Valery, 2011). Hybrid online schools, virtual online centers, and social technology options are evolved and continue to evolve in America (Apple, 2007). The
technological and Internet web life were the founding platforms (Shadbolt et al., 2013), in
developing homeschool education movements globally (Apple, 2007; Norlidah et al.,
2013).

Homeschooling has existed since humans formed societies. Homeschooling has
been the fastest growing trend than any other type of nonpublic school education (Archer,
2000). Federal and state laws were implemented for the growth of the homeschooling
student numbers that continue to rise at a rapid rate (Collom & Mitchell, 2005; Cooper &
Sureau, 2007). The purpose of this study is to examine relationships between the parent’s
selection of homeschooling approaches toward parental reasons for homeschooling,
teaching structures, familial needs, and technology integration.
CHAPTER III

RESEARCH DESIGN AND METHODOLOGY

The Research Design and Methodology section describes the process of the study on the parental selection of homeschooling approaches. Examining the purpose of the study and the particular problem were the first step of the design. Prior literature of America's homeschooling history was considered and limited literature was reviewed on the development of homeschooling, with growth in parental reasons for choosing to homeschool, homeschooling approaches, and technology. The purpose of this study identified findings of parental selection of homeschooling approaches with technology device usage and instructional technology integration in homeschooling structures while adding to the previous literature.

The research question and hypotheses were specified incorporating the following focuses on parental selection factors in choosing homeschooling approach(es) that include parental reasons for selecting to homeschool, technology devices used, and instructional technological integrations. Next, the instrumentation and the process of collecting data were examined. Data was collected electronically by random volunteer homeschooling associations and individuals located in the United States. The researcher was given permission to adapt and use The Preschool Selection Questionnaire (Glenn-Applegate et al., 2011) and the Special Education Teachers' Use of Educational Technology in Rural America (National Assessment of Education, 2014). The adapted instrument, the Homeschooling Structure Instrument, contains four sections.
Problem and Purpose Overview

Homeschooling is a known mainstream in education, even though; the majority of school-aged children are enrolled in conventional schools (Ray, 2013). Previous studies of student achievement, socialization skills, and homeschooled adult accomplishments are evident (Jones & Gloeckner, 2004). However, the diverse growth of races, religion/values, different income levels and education attainment levels, parental reasons for choosing to homeschool and parental selection of homeschooling approaches change due to differentiation and technology advancement (Apple, 2007; Hanna, 2012; Ray, 2013; Valery, 2011). Technology usage was added due the conclusions of the limited literature on technology used in homeschoolers learning process (Murphy, 2012; Ray, 1997). Hence, defining available homeschooling approaches and homeschoolers is a transient paradox with limited yet unlimited possibilities (Murphy, 2012; Valery, 2011). The purpose of this study was to examine the relationship between parental selection of the homeschooling approaches with parental reasons for choosing to homeschool, technology devices used, and instructional technology integration.

Research Questions and Hypotheses

Research Questions

1. Does a relationship exist between the parent’s selection of homeschooling approach(es) and parental reasons for choosing to homeschool?

2. Does a relationship exist between the parent’s selection of homeschooling approach(es) and technology devices used?

3. Does a relationship exist between the parent’s selection of homeschooling approach(es) and instructional technology integration?
Research Hypotheses

For the purposes of this study, the following hypotheses were tested:

H₁ There is a relationship between the parent’s selection of homeschooling approach(es) and parental reasons for choosing to homeschool.

H₂ There is a relationship between the parent’s selection of homeschooling structure(s) and technology devices used.

H₃ There is a relationship between the parent’s selection of homeschooling approach(es) and instructional technology integration.

Population and Sample

The research questions and hypotheses address a sample of parents of homeschooled children. The parents must have homeschooled for at least one year and be the primary homeschooling educator in the family. A random sample was generated from active volunteering homeschooling enrollment status through homeschool online support servers, Internet searches of homeschool associations, resource centers, organizations, and groups. Directors of the homeschool organizations, groups and homeschool resource centers and support servers were contacted via email with the study's information. The leaders forwarded the information to possible participants. Voluntary sampling contributed no control for the researcher.

Data Collection and Instrumentation

Qualtrix was the electronic system used as the method of collecting data for this study. Appropriate revisions and modifications were carefully considered after receiving suggestions from my dissertation chair and statistician. Next, the IRB application process was completed, and IRB approval (Appendix A) was received.
Reliability and Validity

The researcher gained reliability measures of the amended instrument with completed a pilot study. Parents with at least one enrolled homeschooler with a year or more of experience in homeschooling were recruited to complete the survey instrument. The pilot study was completed with a total of 15 participants. With four factors related to parental selection of homeschooling structures, reliability was found.

Sample Selection Method

Following obtaining the reliability measures, the researcher contacted the directors and leaders of the homeschool associations, groups and homeschool resource centers and support servers with an email that explained the study and requested for disbursement to possible parent participants through social networking, email, and organizational websites. The initial email for the leaders and directors of the homeschool associations, groups, organizations, and homeschool support and resource centers contained a link to Qualtrics for optional parental participation in the study. The email defined the condition of having at least one-year experience in homeschooling and the respondent being the primary homeschooling family educator in order to participate in the survey.

Homeschooling Approach(es) Instrument

The Homeschooling Approach(es) Instrument (Appendix B) was developed with the author’s permission for modifications of The Preschool Selection Questionnaire and with additives of the Special Education Teachers’ Use of Educational Technology in Rural America (Glenn-Applegate et al., 2011; National Assessment of Education, 2014). The adapted instrument, the Homeschooling Structure Instrument, contains four sections.
The Homeschooling Approach(es) Instrument consisted of two prerequisite elements and four parts.

On the first component participants were asked to answer "yes" or "no" to the question, "Do you have at least one year of homeschooling experience?" A message would appear on the screen explaining they were not eligible to participate in the study and thank them for their time and interest if the participant answered "no." If the participant answered "yes," a message appeared on the screen explaining they were to proceed to the next question. Next, the question was "Are you the primary homeschooling educator in the family?" If the participant answered "yes," a message appeared on the screen explaining they were to proceed to the next informed consent section of the study. The participants of the study who checked the permission box are the ones who agreed to participate voluntarily in the study were forwarded to the questionnaire elements.

Background Information

The first section includes five questions of background information on family demographics that were modified using the Parent and Family Involvement in Education, from National Center for Household Education Survey of 2012. "What is your household income?" "What is the location of your home?" and "What is your highest level of education?" are examples of the questions for the first section.

Homeschooling Approaches

The second section includes information about the usage of particular homeschooling approaches. The instrument utilized the four point Likert Scale, with one
being never and four always. Items one through seven were used from the Levinson's noted list of homeschooling approaches

- Unschooling – individual learner-led method using any activity with parent-teacher assistance when asked by the learner;

- Correspondence schools and school-related umbrella organizations – conventional school related affiliations of groups or classes in which the students are enrolled as homeschoolers with partial enrollment in other school opportunities, usually paper, and pencil;

- Traditional school at home settings – method that is a replica of conventional schooling utilizing pre-packaged curricula;

- Cooperative schooling – eclectic method that parents work together to create classes or lessons using homemade curricula, pre-packaged curricula and/or individualized curricula;

- Computer-based homeschooling approaches – schooling methods utilized in either organized virtual correspondence programs or purchased virtually packaged products.

- Classical education – method that uses pre-packaged curricula which adapt subject matter according to the cognitive development of the learner;

- Charlotte Mason approach – Christian way that is pre-packaged materials and teacher directed with short schedules for academics and personal interests (Murphy, 2012; Taylor-Hough, 2010).
Parental Reasons for Choosing to Homeschool

The third section includes information on the variables, parental reasons for choosing to homeschool. Parental reasons for choosing to homeschool are varied due to personal experiences, beliefs, race, and socio-economic characteristics (Valery, 2011). According to Murphy (2012), concern about school environment, dissatisfaction with academic instruction at other schools, religious and moral education, mental and physical health of learner and particular needs of the student are five reasons parents select homeschooling. Qualitative and quantitative studies determined common themes among parental reasons for choosing to homeschool that are separated according to homeschooling motivated groups, ideologues, and pedagogues, and a reductive reasoning fused group from motivations and beliefs (Anthony & Burroughs, 2010; Cooper & Sureau, 2007; Gaither, 2009; Higgins, 2008; Kozlowski, 1999; Lee & Machan, 2011; Lips & Feinberg, 2008; Morton, 2010; Murphy, 2012; Sherfinski, 2014; Taylor & Hough, 2010).

Hence, parental reasons for choosing to homeschool influence parental selection of homeschooling structures according to individualized education management, self-efficacy, beliefs and (Valery, 2011). Questions one through five concern parental reasons for choosing to homeschool (Murphy, 2012). Next, familial needs were situational, logistical, and belief related to the individual family quality elements and priorities, with the convenience, cost, and/or family philosophical or religious beliefs. Items six through nine examine familial needs that affect parental selection of homeschooling approaches (Glenn-Applegate et al., 2011). The instrument utilized the Likert Scale, one to four scores, with one being not important and four being critical for section three.
Technology Devices Used

Ray (2010) identified a linkage between informal and formal curricula with computers. However, there has been no literature established concerning which devices the student use. Hence, the second independent variable, technology devices used consisted of six items: desktop computer, laptop computer, iPad, Kindle/tablet, iPod, and smartphone. Parents were asked to rate how frequently your child uses the following technology devices.

Instructional Technology Integration

Parent and student communication, collaboration and schoolwork accomplished through technology and Internet effect parental reasons for choosing to homeschool and for selecting homeschooling approaches (Valery, 2011). Technology items on the fourth section assessed parental knowledge of technology student usage during instructional times. The instrument utilized a four-point Likert Scale, with one being never and four being often. Twelve items identified parental knowledge of technology integration and frequency of student usage in particular activities. Research, learn or practice drill skills, use social networking websites, and create art, music, movies or webcast are item examples. The questions were developed from the Special Education Teachers’ Use of Educational Technology in Rural America (National Assessment of Education, 2014) to include another factor for parental selection of homeschooling approaches.
Data Analysis

All hypotheses were tested with correlational procedures. The first hypothesis examines the relationship of the parent’s selection of homeschooling approach(es) and parental reasons for choosing to homeschool. The second hypothesis measures the relationship of the parent’s selection of homeschooling approach(es) and technology devices used. The third hypothesis assesses the relationship of the parent’s selection of homeschooling approach(es) and instructional technology integration.

Summary

This section discussed the rationale of what types of data were gathered, who was eligible to propose data, how the data was collected, the instruments used to collect data, and the analysis process. Limited literature of parental selection of homeschooling approach(es) pertaining to parental reasons for choosing to homeschool, technology devices used, and instructional technology integration were discussed and identified as essential elements of the problem, purpose, questions, and hypotheses of this research study.

The details regarding the research study design features, sample population, and data collection were reviewed, which included parents as the participants from the United States of America who will be contacted with a complete questionnaire through homeschool online support servers, Internet searches of homeschool associations, resource centers, organizations, and groups. Explored adaptions and modified additives from item examples of previously utilized instruments were applied to the Homeschooling Structure(s) Instrument, and correlational analysis were employed to investigate the collected data.
CHAPTER IV

RESULTS

Introduction

The purpose of this study was to examine parental selection of homeschooling approaches and the experiences of homeschooling approaches, with emphasis in parental selection of homeschooling approaches, parental reasoning for choosing homeschooling, familial needs, technology device usage, and instructional technology usage. With a 74% growth rate, from 1999 to 2007, homeschooling is an alternative form of education in America (Ray, 2011). Various state policies and regulations have resulted in limited quantitative research data on homeschooling methods and programs (Taylor-Hough, 2010).

Growth in technology coincided with the expansion of the homeschooling movement (1998-2008) and provided greater accessibility and awareness of different homeschooling approaches (Hanna, 2012). However, there is little academic research that considers instructional technology usage and parental selection of homeschooling approaches (Murphy, 2012). Homeschool approach selections, technology usage, and instructional integration were used to adapt the Preschool Selection Questionnaire (Glenn-Applegate et al., 2011) and the Special Education Teachers’ Use of Educational Technology in Rural America (National Assessment of Education, 2014) for use in this study. The researcher examined this topic to better understand parental selection of homeschooling approaches in relation to parents’ reasons for selecting homeschooling, usage of technology devices, and students’ instructional technology use according to the parent's perception.
Research Questions and Hypotheses

Research Questions

1. Does a relationship exist between parents’ selection of homeschooling approach(es) and parental reasons for choosing to homeschool?
2. Does a relationship exist between the parents’ selection of homeschooling approach(es) and technology devices used?
3. Does a relationship exist between the parents’ selection of homeschooling approach(es) and instructional technology integration?

Research Hypotheses

For the purposes of this study, the following hypotheses were tested:

$H_1$ There is a relationship between the parents’ selection of homeschooling approach(es) and parental reasons for choosing to homeschool.

$H_2$ There is a relationship between the parents’ selection of homeschooling approach(es) and technology devices used.

$H_3$ There is a relationship between the parents’ selection of homeschooling approach(es) and instructional technology integration.

Analysis of Data

The Analysis of Data section contains information regarding the study’s demographics, descriptive statistics of the four factors of homeschooling, and bivariate correlations of the variables. The demographics of this study include respondent qualification, state of residence, average household income, location of home and religious preference. The four factors include the chosen homeschooling approach, parental reason for choosing homeschooling, technology devices used, and instructional
technology usage. Finally, the analysis of data is described using bivariate correlations of the chosen homeschooling approach with parental reason for choosing homeschooling, technology devices used, and instructional technology integration.

Presentation of Descriptive Characteristics of Respondents

A total of 228 respondents across the nation met eligibility requirements and voluntarily agreed to be in the study. The respondents all have at least one year of experience homeschooling. The state of residence was reported with Louisiana having the most participants at 96 (42.1%). The next highest participation level was Mississippi with 63 (27.6%) respondents, and the third highest was Kentucky with 48. Alabama, Colorado, North Carolina, Ohio, Texas and Utah were the lowest with one participant (.4%). The following table, Participants’ State of Residence, identifies the information regarding the number and percentage of participants from each of the 12 states.

Table 1

Participants’ State of Residence (N = 228)

<table>
<thead>
<tr>
<th>State</th>
<th>Number of Participants</th>
<th>Percentage of Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alabama</td>
<td>1</td>
<td>.4</td>
</tr>
<tr>
<td>Colorado</td>
<td>1</td>
<td>.4</td>
</tr>
<tr>
<td>Florida</td>
<td>3</td>
<td>1.3</td>
</tr>
<tr>
<td>Indiana</td>
<td>2</td>
<td>2.2</td>
</tr>
<tr>
<td>Kentucky</td>
<td>48</td>
<td>21.1</td>
</tr>
<tr>
<td>Louisiana</td>
<td>96</td>
<td>42.1</td>
</tr>
<tr>
<td>Mississippi</td>
<td>63</td>
<td>27.6</td>
</tr>
</tbody>
</table>
Table 1 (continued).

<table>
<thead>
<tr>
<th>State</th>
<th>Number of Participants</th>
<th>Percentage of Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>North Carolina</td>
<td>1</td>
<td>.4</td>
</tr>
<tr>
<td>Ohio</td>
<td>1</td>
<td>.4</td>
</tr>
<tr>
<td>Tennessee</td>
<td>10</td>
<td>4.4</td>
</tr>
<tr>
<td>Texas</td>
<td>1</td>
<td>.4</td>
</tr>
<tr>
<td>Utah</td>
<td>1</td>
<td>.4</td>
</tr>
</tbody>
</table>

Participants self-reported their approximate average annual household income.

The majority of the participants (28.3%) indicated an average of $70,001 - $100,000 and three participants (1.3%) were showing the lowest amount of income at $10,001-$20,000.

Table 2, Participants’ Average Household Income, contains information about participants’ approximate average household income.

Table 2

**Participants’ Average Household Income (N = 228)**

<table>
<thead>
<tr>
<th>Income</th>
<th>Number of Participants</th>
<th>Percentage of Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>$10,001-$20,000</td>
<td>3</td>
<td>1.3</td>
</tr>
<tr>
<td>$20,001-$30,000</td>
<td>9</td>
<td>4.0</td>
</tr>
<tr>
<td>$30,001-$40,000</td>
<td>14</td>
<td>6.2</td>
</tr>
<tr>
<td>$40,001-$50,000</td>
<td>28</td>
<td>12.4</td>
</tr>
<tr>
<td>$50,001-$60,000</td>
<td>24</td>
<td>10.6</td>
</tr>
<tr>
<td>$60,001-$70,000</td>
<td>21</td>
<td>9.3</td>
</tr>
<tr>
<td>$70,001-$100,000</td>
<td>64</td>
<td>28.3</td>
</tr>
<tr>
<td>$100,001-$150,000</td>
<td>36</td>
<td>15.9</td>
</tr>
<tr>
<td>$150,000 and up</td>
<td>27</td>
<td>11.9</td>
</tr>
</tbody>
</table>
Participants also responded to the location of the home. Three areas, city (23.8%), town (17.6%), and rural (22.0%) were close to range with the majority of the participants live in the suburban area (36.6%). Table 3, Participants’ Home Location, encompasses the evidence regarding the location of the home.

Table 3

Participants’ Home Location (N = 228)

<table>
<thead>
<tr>
<th>Home Location</th>
<th>Number of Participants</th>
<th>Percentage of Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>City</td>
<td>54</td>
<td>23.8</td>
</tr>
<tr>
<td>Suburban</td>
<td>83</td>
<td>36.6</td>
</tr>
<tr>
<td>Town</td>
<td>40</td>
<td>17.6</td>
</tr>
<tr>
<td>Rural</td>
<td>50</td>
<td>22.0</td>
</tr>
</tbody>
</table>

Participants were asked to indicate their highest level of education. The majority of participants reported obtaining a bachelor’s degree with (39.9%) respondents. Vocational/Technical or some college was indicated with (33.3%) of the participants. Those having a graduate degree were reported at (18.9%) while the minority of participants claimed a high school diploma or equivalent (7.9%). Table 4, Participants’ Level of Education, contains information about participants’ level of education obtained.
Participants indicated their religious preference. Christian religious preference was reported the highest with (64.3%) respondents. Other noted religious preferences were Protestants (23.3%) and Catholics (5.7%) and Buddhism (.4%). Table 5 includes the description of parent's preferred religion including the number of participants and percentages.

Table 5

<table>
<thead>
<tr>
<th>Preferred Religion</th>
<th>Number of Participants</th>
<th>Percentage of Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Protestant</td>
<td>146</td>
<td>64.3</td>
</tr>
<tr>
<td>Catholic</td>
<td>13</td>
<td>5.7</td>
</tr>
<tr>
<td>Jewish</td>
<td>2</td>
<td>.9</td>
</tr>
<tr>
<td>Buddhism</td>
<td>1</td>
<td>.4</td>
</tr>
<tr>
<td>Christian</td>
<td>53</td>
<td>23.3</td>
</tr>
<tr>
<td>None</td>
<td>10</td>
<td>4.4</td>
</tr>
<tr>
<td>Other</td>
<td>2</td>
<td>.9</td>
</tr>
</tbody>
</table>
The next table reports the means, standard deviations, and sample size for the parental homeschooling approach(es) selection. Participants were asked to rate how frequently your child performs the following strategies using the Likert Scale with 1 = never, 2 = rarely, 3 = sometimes, and 4 = always. The first two highest means reported with a difference of one-tenth of a point, the classical education approach ($M = 2.88$) and the cooperative schooling approach ($M = 2.87$). Following, computer-based homeschooling ($M = 2.40$) and traditional school at home – public and private school style ($M = 2.39$) were reported with a difference of one-tenth of a point in the mean. The least homeschooling approach that parents used was correspondence schools and school-related umbrella organizations outside of the home ($M = 1.73$). Table 6 indicates the evidence of the homeschooling approaches used by homeschoolers.

Table 6

*Type of Homeschooling Approach(es) (n = 228)*

<table>
<thead>
<tr>
<th>Homeschooling Approach</th>
<th>$M$</th>
<th>$SD$</th>
<th>$n$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classical Education</td>
<td>2.88</td>
<td>1.06</td>
<td>218</td>
</tr>
<tr>
<td>Cooperative schooling</td>
<td>2.87</td>
<td>.86</td>
<td>217</td>
</tr>
<tr>
<td>Computer-based homeschooling</td>
<td>2.40</td>
<td>.89</td>
<td>212</td>
</tr>
<tr>
<td>Traditional school at home</td>
<td>2.39</td>
<td>1.09</td>
<td>212</td>
</tr>
<tr>
<td>Charlotte Mason</td>
<td>2.10</td>
<td>.98</td>
<td>203</td>
</tr>
<tr>
<td>Unschooling</td>
<td>2.01</td>
<td>.85</td>
<td>212</td>
</tr>
<tr>
<td>Correspondence schools and school-related umbrella organizations outside of the home</td>
<td>1.73</td>
<td>.97</td>
<td>211</td>
</tr>
</tbody>
</table>

Likert Scale: 1 (never) – 4 (always)
The descriptive statistics for parental reasons for choosing to homeschool are reported in Table 7. The reported mean for religion and moral instruction provision \((M = 3.40)\) was the highest using a Likert scale of one to four, with four designated as extremely important. The match between my values and the approaches’ values \((M = 3.32)\) and school environment concerns \((M = 3.30)\) had a difference of two-tenths of a point, yet still in the three range. The lowest indicated reason for homeschooling was physical or mental health problems of the learner \((M = 1.41)\).

Table 7

*Participants’ Reason for Choosing Homeschooling (n = 228)*

<table>
<thead>
<tr>
<th>Reason for Choosing Homeschooling</th>
<th>(M)</th>
<th>(SD)</th>
<th>(n)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide religious and moral instruction</td>
<td>3.40</td>
<td>.81</td>
<td>225</td>
</tr>
<tr>
<td>The match between my values and the approaches’ values</td>
<td>3.32</td>
<td>.78</td>
<td>226</td>
</tr>
<tr>
<td>Concerns of school environment</td>
<td>3.30</td>
<td>.86</td>
<td>226</td>
</tr>
<tr>
<td>Dissatisfaction with academic instruction at other schools</td>
<td>3.18</td>
<td>.88</td>
<td>225</td>
</tr>
<tr>
<td>The approach matched your family’s religious beliefs</td>
<td>3.15</td>
<td>.86</td>
<td>226</td>
</tr>
<tr>
<td>The amount I would have to pay, or if I would have to pay</td>
<td>2.24</td>
<td>.99</td>
<td>226</td>
</tr>
<tr>
<td>If the location was convenient to my home or work</td>
<td>1.98</td>
<td>.92</td>
<td>226</td>
</tr>
<tr>
<td>Learner has other special needs</td>
<td>1.58</td>
<td>.92</td>
<td>225</td>
</tr>
<tr>
<td>Learner has physical or mental health problems</td>
<td>1.41</td>
<td>.79</td>
<td>226</td>
</tr>
</tbody>
</table>

Likert Scale: 1(not at all important) - 4 (extremely important)
In Table 8, Type of Technology Device Used, the means, standard deviations, and sample size report the technology devices used by homeschoolers. Participants were asked to rate how frequently your child uses the following technology devices using the Likert Scale with 1 = never, 2 = rarely, 3 = sometimes, and 4 = always. The laptop computer had the highest indicated usage \((M = 2.79)\), and the iPod \((M = 1.77)\) was specified as the lowest usage.

Table 8

*Type of Technology Device Used \((n = 228)\)*

<table>
<thead>
<tr>
<th>Device</th>
<th>(M)</th>
<th>(SD)</th>
<th>(n)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Laptop Computer</td>
<td>2.79</td>
<td>.97</td>
<td>225</td>
</tr>
<tr>
<td>Desktop Computer</td>
<td>2.30</td>
<td>1.06</td>
<td>223</td>
</tr>
<tr>
<td>Smartphone</td>
<td>2.26</td>
<td>1.04</td>
<td>223</td>
</tr>
<tr>
<td>iPad</td>
<td>2.25</td>
<td>1.09</td>
<td>223</td>
</tr>
<tr>
<td>Kindle/Tablet</td>
<td>1.97</td>
<td>1.01</td>
<td>219</td>
</tr>
<tr>
<td>iPod</td>
<td>1.77</td>
<td>1.00</td>
<td>220</td>
</tr>
</tbody>
</table>

Likert Scale: 1 (never) – 4 (always)

Lastly, participants were asked to describe best how frequently your child performs the following activities using educational technology during instructional times (select “not applicable” for activities that do not apply to your learner) using the Likert scale, 0 = not applicable, 1 = never, 2 = rarely, 3 = sometimes, 4 = often. Conducting research was ranked the highest instructional technology integration \((M = 3.26)\) and contribute to blogs and/or wikis was scored as the lowest \((M = 1.50)\).
Table 9

*Type of Instructional Technology Integration (n= 228)*

<table>
<thead>
<tr>
<th>Technology Integration Activities</th>
<th>M</th>
<th>SD</th>
<th>n</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conduct research</td>
<td>3.26</td>
<td>.77</td>
<td>210</td>
</tr>
<tr>
<td>Learn or practice drill skills (e.g. reading, math)</td>
<td>3.16</td>
<td>.91</td>
<td>223</td>
</tr>
<tr>
<td>Solve problems, analyze data, or preform calculations</td>
<td>2.90</td>
<td>1.11</td>
<td>202</td>
</tr>
<tr>
<td>Create or use graphics or visual displays (e.g. graphs, diagrams, pictures, maps)</td>
<td>2.72</td>
<td>.84</td>
<td>197</td>
</tr>
<tr>
<td>Conduct experiments or perform measurements</td>
<td>2.71</td>
<td>1.10</td>
<td>198</td>
</tr>
<tr>
<td>Create art, music, movies or webcast</td>
<td>2.60</td>
<td>1.04</td>
<td>193</td>
</tr>
<tr>
<td>Prepare written test</td>
<td>2.39</td>
<td>1.10</td>
<td>158</td>
</tr>
<tr>
<td>Develop and present multimedia presentations</td>
<td>2.26</td>
<td>1.01</td>
<td>172</td>
</tr>
<tr>
<td>Use social networking websites</td>
<td>2.10</td>
<td>1.20</td>
<td>161</td>
</tr>
<tr>
<td>Develop or run demonstrations, models, or simulators</td>
<td>1.94</td>
<td>.97</td>
<td>149</td>
</tr>
<tr>
<td>Design and produce a product (e.g. computer aided manufacturing)</td>
<td>1.59</td>
<td>.84</td>
<td>129</td>
</tr>
<tr>
<td>Contribute to blogs and/or wikis</td>
<td>1.50</td>
<td>.81</td>
<td>143</td>
</tr>
</tbody>
</table>

Likert Scale: 1 (never) – 4 (often)
Presentation of Analyzed Hypotheses

This section contains information regarding the results of the research questions and analysis of the hypotheses with bivariate correlations that was examined in this study. Reliability existed for each set of factors and Type I error rate was set at .05. For the purpose of this study, the following questions and hypotheses were analyzed using SPSS 13.0 for Windows.

First, participants responded to a set of nine items indicating the level of importance of the following reasons for choosing to homeschool including religion and moral instruction, concerns of school environment, dissatisfaction with academic instruction, learner with special needs and physical or mental health problems, family values and religion beliefs matched with approach values, beliefs, location, and cost. In selecting the homeschooling approaches, parents responded to a set of seven items by rating them according to how frequently the child performs the following approaches, including classical education, cooperative schooling, computer-based homeschooling, traditional school at home – public and private school style, Charlotte Mason, unschooling, and correspondence schools and school-related umbrella organizations outside of the home.

Bivariate correlations were conducted to examine if there was a significant relationship between each independent variable, reason for choosing homeschooling, and the dependent variable, the frequency your child performs the homeschooling approaches. Four parental reasons for homeschooling were significantly correlated with specific homeschooling approaches. While choosing to homeschool because of the convenient location to home and work, was significantly, positively correlated with
parents choosing correspondence schools and school-related umbrella organizations outside of the home $r(208) = .175, \rho = .011$, this correlation is small. Dissatisfaction with academic instruction was significantly, positively related to parents choosing traditional school at home – public and private school style $r(208) = .192, \rho = .005$ and choosing to homeschool because of a learner's physical or mental health problems was significantly, positively correlated with parents choosing computer-based homeschooling $r(209) = .195, \rho = .005$. One significant negative correlation was reported between parents choosing homeschooling because of other special needs learner with choosing traditional school at home - public and private school style $r(208), -.159, \rho = .22$. Contrary to the hypotheses, no significant correlation was found between all other reasons for homeschooling and selection of homeschooling approaches.

Table 10

*Relationship Between Parental Selection of Homeschool Approaches and Reasons for Choosing to Homeschool*

<table>
<thead>
<tr>
<th>Variable</th>
<th>Unsch.</th>
<th>Correspond</th>
<th>Trad’l.</th>
<th>Co-op</th>
<th>Computer</th>
<th>Class Ed.</th>
<th>C. Mason</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Environ.</td>
<td>.115</td>
<td>.050</td>
<td>.029</td>
<td>-.001</td>
<td>.063</td>
<td>-.071</td>
<td>-.079</td>
</tr>
<tr>
<td>Aca/Inst. Dissat.</td>
<td>.060</td>
<td>.085</td>
<td>.192**</td>
<td>.023</td>
<td>.131</td>
<td>-.008</td>
<td>-.017</td>
</tr>
<tr>
<td>Rel/Mor. Instruct.</td>
<td>-.106</td>
<td>.006</td>
<td>-.022</td>
<td>.027</td>
<td>-.043</td>
<td>.091</td>
<td>.000</td>
</tr>
<tr>
<td>Ph/Men. Health</td>
<td>.015</td>
<td>.019</td>
<td>.043</td>
<td>-.093</td>
<td>.195**</td>
<td>-.069</td>
<td>.019</td>
</tr>
<tr>
<td>Other Sp. Needs</td>
<td>.120</td>
<td>.060</td>
<td>-.159*</td>
<td>-.083</td>
<td>.091</td>
<td>-.057</td>
<td>-.064</td>
</tr>
<tr>
<td>Values Match</td>
<td>.010</td>
<td>-.020</td>
<td>-.029</td>
<td>.002</td>
<td>.066</td>
<td>.010</td>
<td>.027</td>
</tr>
</tbody>
</table>
Table 10 (continued).

<table>
<thead>
<tr>
<th>Variable</th>
<th>Unsch.</th>
<th>Correspond</th>
<th>Trad’l.</th>
<th>Co-op</th>
<th>Computer</th>
<th>Class Ed.</th>
<th>C. Mason</th>
</tr>
</thead>
<tbody>
<tr>
<td>Religion Match</td>
<td>-.008</td>
<td>.055</td>
<td>-.109</td>
<td>-.043</td>
<td>-.017</td>
<td>.090</td>
<td>.008</td>
</tr>
<tr>
<td>Location</td>
<td>.043</td>
<td>.175*</td>
<td>.054</td>
<td>.046</td>
<td>.131</td>
<td>-.053</td>
<td>-.013</td>
</tr>
<tr>
<td>Cost</td>
<td>.014</td>
<td>.101</td>
<td>.012</td>
<td>-.072</td>
<td>.095</td>
<td>-.101</td>
<td>-.102</td>
</tr>
</tbody>
</table>

*ρ<.05; **ρ<.01

For research question two, parents responded to a set of six items indicating how frequent the child’s uses technology devices: desktop computer, laptop computer, iPad, Kindle/tablet, iPod and smartphone in conjunction with the parent’s chosen homeschooling approaches, including classical education, cooperative schooling, computer-based homeschooling, traditional school at home – public and private school style, Charlotte Mason, unschooling, and correspondence schools and school-related umbrella organizations outside of the home.

Bivariate correlations were conducted to examine if there was a significant relationship between the independent variable of technology devices used by the child, and the dependent variable, the frequency of parent’s chosen homeschooling approaches. Four technology devices were significantly correlated with specific homeschooling approaches. The iPad device usage was significantly, positively correlated with parents choosing correspondence schools and school-related umbrella organizations outside of the home r(206) = .159, ρ < .021. The usage of the desktop computer was significantly, positively related r(208) = .235, ρ < .001, and the laptop computer device was significantly, positively correlated r(209) = .383, ρ < .001, and the Kindle/tablet was significantly, positively correlated with parents using computer-based
homeschooling $r(202), .225, \rho < .001$. The usage of the laptop computer device was significantly, negatively correlated with parents using the Charlotte Mason approach $r(200) = -.195, \rho = .005$ (see Table 11). Contrary to the hypotheses, no significant correlation was found between all other technology devices used and selection of homeschooling approaches. Correlations between the variables are indicated in Table 11.

Table 11

Relationship Between Parental Selection of Homeschool Approaches and Technology

Devices Used

<table>
<thead>
<tr>
<th>Variable</th>
<th>Technology Devices</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Desk Top Computer</td>
<td>Laptop Computer</td>
<td>iPad</td>
<td>Kindle/Tablet</td>
<td>iPod</td>
<td>Smartphone</td>
</tr>
<tr>
<td>Unschooling</td>
<td>.041</td>
<td>-.027</td>
<td>-.068</td>
<td>.062</td>
<td>.138</td>
<td>-.111</td>
</tr>
<tr>
<td>Correspondence schools and school-related umbrella organizations outside of the home</td>
<td>.044</td>
<td>.054</td>
<td>.159*</td>
<td>-.055</td>
<td>.035</td>
<td>.112</td>
</tr>
<tr>
<td>Traditional school at home</td>
<td>-.030</td>
<td>.096</td>
<td>-.040</td>
<td>.011</td>
<td>.022</td>
<td>.061</td>
</tr>
<tr>
<td>Cooperative schooling</td>
<td>.017</td>
<td>-.002</td>
<td>.080</td>
<td>.052</td>
<td>.075</td>
<td>.100</td>
</tr>
<tr>
<td>Computer-based homeschooling</td>
<td>.235**</td>
<td>.383**</td>
<td>.059</td>
<td>.225**</td>
<td>.064</td>
<td>.007</td>
</tr>
<tr>
<td>Classical education</td>
<td>.042</td>
<td>-.115</td>
<td>.109</td>
<td>.003</td>
<td>.113</td>
<td>.038</td>
</tr>
<tr>
<td>Charlotte Mason</td>
<td>.012</td>
<td>-.195**</td>
<td>.042</td>
<td>.108</td>
<td>.034</td>
<td>-.072</td>
</tr>
</tbody>
</table>

* $\rho < .05$; ** $\rho < .01$

Finally, for research question three, parents responded to a set of twelve items indicating how frequent the child’s uses instructional technology integration is 1) preparing written test, 2) creating or using graphics or visual displays (e.g. graphs,
diagrams, pictures, maps), 3) learning or practicing drill skills (e.g. reading, math), 4) conducting research, 5) contributing to blogs and/or wikis, 6) using social networking website, 7) solving problems, analyzing data or performing calculations, 8) conducting experiments or performing measurements, 9) developing and presenting multimedia presentations, 10) creating art, music, movies or webcast, 11) developing or running demonstrations, models or simulators, and 12) designing and producing a product (e.g. computer-aided manufacturing) in conjunction with seven items of parent’s chosen homeschooling approaches, including classical education, cooperative schooling, computer-based homeschooling, traditional school at home – public and private school style, Charlotte Mason, unschooling, and correspondence schools and school-related umbrella organizations outside of the home.

Bivariate correlations were conducted to examine if there was a significant relationship between parental reason for choosing homeschooling and using educational technology during instructional times. Contrary to the hypotheses, no significant correlation was found except a significant, positive relationship between computer-based programs and instructional technology integration $r(216) = .244 \rho = .000$. Correlations between the variables are indicated in Table 12.
Table 12

Relationship Between Parental Selection of Homeschool Approaches and Instructional Technology Integration

<table>
<thead>
<tr>
<th>Variable</th>
<th>Technology Integration</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Unschooling</td>
<td>0.106</td>
<td>0.127</td>
</tr>
<tr>
<td>Correspondence schools</td>
<td>0.045</td>
<td>0.051</td>
</tr>
<tr>
<td>Traditional school at home</td>
<td>-0.083</td>
<td>0.228</td>
</tr>
<tr>
<td>Cooperative schooling</td>
<td>0.003</td>
<td>0.962</td>
</tr>
<tr>
<td>Computer-based</td>
<td>0.244**</td>
<td>0.000</td>
</tr>
<tr>
<td>Classical education</td>
<td>0.098</td>
<td>0.152</td>
</tr>
<tr>
<td>Charlotte Mason</td>
<td>-0.081</td>
<td>0.250</td>
</tr>
</tbody>
</table>

*ρ<.05; **ρ<.01

Summary

Chapter IV described the results of the study. The descriptive statistics, means, standard deviations, and sample size of homeschool usage of approach(es), technology devices, and instructional technology integration were explained along with parental ranking the importance of reasons for choosing to homeschool. Bivariate correlations were conducted for the three hypotheses, and no overall significance was found. For the first hypothesis, correspondence schooling and location were positively correlated. Traditional schooling and academic instructional dissatisfaction had a positive relationship academic instructional dissatisfaction, and a negative relationship was identified with learners with other special needs. Lastly, computer based programs were reported to have a positive correlation with learners of physical and mental health needs. The second hypothesis indicated two positive relationships, correspondence schools with the iPad and computer based programs with the desktop, laptop, and Kindle/tablet.
devices. Computer-based homeschooling and technology integration was indicated as a positive correlation for the last hypothesis. In Chapter V, detailed results of the study including limitations and implications for further research are discussed.
CHAPTER V
FINDINGS, CONCLUSIONS, AND IMPLICATIONS

Introduction

The purpose of this study was to add to the previous literature regarding parental selection of homeschooling approaches with technology device usage and instructional technology integration in homeschooling structures by examining the relationships. The diverse movement of homeschooling has a multitude of organizations, individuals and approaches with limited academic studies. The research questions and hypotheses focused on determining if a relationship exists between parental reasons for selecting to homeschool, technology devices used, and instructional technological activity integrations and parental selection of choosing homeschooling approach(es).

A summary of the study included in this chapter explains the findings of homeschooling approaches and technology in prior academic research and literature. The results portion identified the case significance and why the study included four factors: parents’ chosen homeschooling approach(es), parental reasons for choosing homeschooling, technology devices used by the children and instructional technology activities integration. The conclusion provides detailed findings and conclusions originated from the statistical analysis. Implications will suggest new literature of varied homeschooling approaches including technology device usage and instructional technology integration for academic scholars, current and future homeschoolers and public and private service providers for homeschoolers. Limitations of the study are included here. Lastly, possible future research areas are noted including quantitative and qualitative suggestions.
Study Summary

With extensive growth in homeschooling population, approaches and technological advances, this study focused on 1) exploring if there is a relationship between the parent’s selection of homeschooling approach(es) and parental reasons for choosing to homeschool, 2) examining if there is a relationship between the parent’s selection of homeschooling approach(es) and technology devices used, and 3) investigating if there a relationship between the parent’s selection of homeschooling approach(es) and instructional technology integration.

While Isenberg (2007) rationalized that the National Household Education Survey (NHES) generated the most correct generalizable random data for homeschooling because statewide data is varied according to laws and regulations. Examining homeschool demographics, enrollment, reasons why parents choose to homeschool and approaches exist randomly due to state laws and parental rights (Stewart & Neeley, 2005) with a transient increase in diversity and individuality (Gaither, 2009). The Preschool Selection Questionnaire (Glenn-Applegate et al., 2011) and the Special Education Teachers' Use of Educational Technology in Rural America survey (National Assessment of Education, 2014) gave permission and allowed for adaptation and usage by the researcher.

With close to 2,400,000 enrolled homeschoolers (Ray, 2011), this study was designed to examine homeschoolers with at least one year of experience and the primary educator answering the survey items. The participants offered information about the homeschoolers' state of residence, location of the home, household income, primary
instructor's education level, and family religion preference to support specific demographics found in previous literature.

The highest participant percentage was 42.1% from Louisiana then Mississippi with 27.6%. Kentucky was noted as the third highest percent of participants with 21.1%. The least amount of participants identified the residential state like Alabama, Colorado, North Carolina, Ohio, Texas and Utah with .4%. Overall, ratings of actual home location, town, city, rural, were similar in percentage with the majority of suburban participants at 36.6%. The highest average household income indicated was $70,001 - $100,000 (28.3%) and the lowest amount of income at $10,001-$20,000 implied (1.3%) participants. The range of education obtainment was (39.9%) bachelor’s degree to (7.9%) high school diploma or equivalent. Finally, the highest noted religious preference was Christian religious (64.3%) preference. Buddhism was the lowest indicated at .4%.

In the 1980's, homeschooling had increased in enrollment and parental reasoning for choosing homeschooling. Jane Van Galen (1991) discovered a transformation of two distinct groups, ideologues, and pedagogues. Since, documentation and prior literature have been identified with homeschooling families claiming both ideological and pedagogical reasons for homeschooling instead one or the other (Anthony & Burroughs, 2010).

Significant relationships are noted in previous literature among the reasons why people homeschool and why particular homeschooling approaches are chosen (Hanna, 2010). Concern of school environment, providing moral instruction, and dissatisfaction with academic instruction are the majority three reasons why parent's reason for choosing to homeschool (National Center for Education Statistics, 2014). Small percentages of
other grounds for choosing homeschooling were family issues, distance, finance and travel (Noel et al., 2013; Ray, 2013).

First, the researcher investigated the parent’s selection of homeschooling approach(es) and parental reasons for choosing to homeschool and conducted a Pearson correlation. The average of the majority of the participant's reasons for homeschooling was religion and moral instruction provision. The next highest reasons were the match between my values and the approaches’ values and school environment concerns. The learner with physical or mental health problems was the lowest indicated reason for homeschooling.

Prior literature noted expansions of homeschooling approaches. The first study found formed with a synopsis of three curriculum approaches: conventional school curricula and text, marketable curricula with an individual learner interests, and unschoolers (Kozlowski, 1999). In another study, a summary of four approaches: traditional, unschooling, eclectic, and classical were reported (McKeon, 2007). Lastly, Levinson (as cited in Taylor-Hough, 2010) discussed a broader expansion containing seven homeschooling approaches adding technology and more individualization. Correspondence schools and school-related umbrella organizations, computer-based homeschooling, Charlotte Mason, classical education, unschooling, traditional school at home settings, and cooperative schooling are Levinson’s idea of homeschooling approach development (Taylor-Hough, 2010).

While these seven approaches were expressed as an idea of current available homeschooling methods, no data has been provided with statistical evidence. Hence, the researcher included the seven homeschooling approaches listed in the instrument. The
The most chosen approach usage was classical education and the second most used approach was cooperative schooling. The third-ranked approach was computer-based homeschooling while traditional school at home – public and private school style was the fourth-ranked program. Lastly, the least identified plan was correspondence schools and school-related umbrella organizations outside of the home.

Next, a Pearson correlation analysis was conducted to examine the first hypothesis, "There is a relationship between parent’s selection of homeschooling approach(es) and parental reasons for choosing to homeschool.” A partial significant association was found between four independent parental reasons for homeschooling and three distinct homeschooling approaches. First, location to home and work was significantly, positively correlated with correspondence schools and school-related umbrella organizations outside of the home. Next, a learner's physical or mental health problems were significantly, positively associated with computer-based homeschooling. Dissatisfaction with academic instruction was significantly, positively related to traditional school at home – public and private school style. Finally, a learner with other exceptional needs was also significant, negatively with traditional school at home.

Previous literature cited homeschooling families included a home computer (98.3%) with televisions and DVD players in the category of home technology (Ray, 2010) in accordance with an increase of homeschooling approaches that incorporate technology (Taylor-Hough, 2010). However, technology device usage by the children had not been studied. Due to the lack of literature examining the types of technology devices used by the child, the researcher asked parents to rate the frequency of device
usages. The used devices reported in order from highest to lowest were the laptop, desktop, smartphone, iPad, and the iPod.

The second hypothesis examined the relationship between parent’s selection of homeschooling approach(es) and technology devices used. Another Pearson correlation analysis was conducted for the second assumption, and the statistical results indicated slightly significant relationships. Four of the technology devices were significantly correlated with specific homeschooling approaches. First, the iPod device usage was significantly, negatively correlated with the unschooling approach. Next, the iPad device was significantly, positively correlated with correspondence schools and school-related umbrella organizations outside of the home. The desktop computer, the laptop computer, and the Kindle/tablet were devices that were significantly, positively related correlated with computer-based homeschooling. Lastly, the laptop computer device was significantly, negatively correlated with the Charlotte Mason approach.

While Hanna (2007) postulated parental usage of technology, Valery (2011) noted homeschooling parent-teachers desired resources of hands on and non-standardized materials. Valery (2011) recognized parental content preparation as online tools instead of combined lessons with student’s usage of content and technology. While contributions to wikis, blogs and Facebook, and sharing of projects, inventions and socialization opportunities usage by parents and some learners exist online globally (Lips & Feinberg, 2008; Norlidah et al., 2013), no research literature of student usage of instructional technology has been discovered in the United States. With the development of technological devices, Internet and homeschooling approaches have created diverse options for homeschoolers. By investigating the relationship between parental reasons for
choosing homeschooling methods and the instructional technology applications integrated will add to the existing literature.

First, the researcher examined the frequency of instructional technology applications combined with contextual matter. The following averages of student usages of instructional technology integrations are listed in order from highest to lowest: conduct research, learn or practice drill skills, solve problems, analyze data, or perform calculations, create or use graphics or visual displays, conduct experiments or perform measurements, create art, music, movies or webcast, prepare written test, develop and present multimedia presentations, use social networking websites, develop or run demonstrations, models, or simulators, designing and producing a product, and lastly, contribute to blogs and/or wikis.

Finally, a Pearson correlation was performed to analyze the third hypothesis, “There is a relationship between the parent’s selection of homeschooling approach(es) and instructional technology integration?” The researcher discovered that significant relationships of technology integration during instructional times did not exist except one positive significant association between computer-based programs and instructional technology integration.

Conclusions

The platform for the study included three invented research questions with an hypotheses per question. The first research question asked, “Does a relationship exist between the parent’s selection of homeschooling approach(es) and parental reasons for choosing to homeschool?” The third highest ranked method usage, computer-based homeschooling, the fourth-ranked approach practice, traditional school at home – public
and private school style. The least chosen homeschooling approach custom was correspondence schools. The three methods identified a significant relationship with parents' reason for choosing homeschooling.

The first significant positive relationship discovered was location to home and work in accordance with correspondence schools. Traditional homeschooling had a positive correlation with dissatisfaction of academic instruction and an adverse relationship with the homeschooling approach used with learners that have other special needs. In conclusion, location and correspondence school relationship is practical. The relationship between dissatisfaction with academic instruction and traditional homeschooling approach supports the research with parents who want to individuality for the child yet using a similar approach. Also, the relationship confirms the idea that the two types of homeschoolers, ideologues, and pedagogues, are reductive (Valery, 2011). In addition, learners with other individual needs using the traditional homeschooling approach identified with a significant, negative relationship confound the idea that other exceptional needs students require the services the public school system offers. Finally, the positive correlation between parents who homeschool a child with physical or mental health problems and the computer-based approach seems logical with behaviors unsolvable by the public and private school systems. However, the study did not reveal the specific kinds of physical or mental health problems. Even with the individual significant relationships, there is only a partial relationship between parent's selection of homeschool approaches and parental reason for choosing to homeschool.

The second research question, a different segment of the platform for this study asked, “Does a relationship exist between the parent’s selection of homeschooling
approach(es) and technology devices used?”. Overall, a partial correlation was found between parent’s choice of homeschooling approach(es) and the used technology devices utilized by the learners. The iPad and correspondence homeschooling method indicated a positive correlation. Next, positive relationships were found between the usage of the desktop computer, laptop and the Kindle/tablet with children using computer-based homeschooling. Lastly, a negative correlation was indicated between the laptop and the Charlotte Mason approach, which resolves that there is minimal usage of the laptop device and the literature-based homeschooling approach. In conclusion, the usage of these technological devices, this study supports research and presumes a prerequisite for correspondence and computer-based methods such as part-time charter, voucher, and virtual schools. Possible age ranges of the child parents are reporting on may have an effect on the results.

The third research question asked in the study, “Does a relationship exist between the parent’s selection of homeschooling approach(es) and instructional technology integration?” The most used technology content activity combination was conducting research which fits the 21st century technology inventions that promoted growth of expanded homeschooling approaches and the saying "Google it." From the Pearson correlation, the small significant relationship found in confirming the third hypothesis, “There is a relationship between the parent's selection of homeschooling approach(es) and instructional technology integration?” However, the researcher discovered one apparent positive significant association between computer-based programs and instructional technology integration. In conclusion, parent’s selection of homeschooling approaches has a minimal relationship with instructional technology integration, even
with the similar spread of percentages per participant’s reported geographical home location.

Implications

In the first hypothesis, there was a small significant, positive relationship with the location of home and work in and correspondence schools. Logistically, this is an obvious example with anyone who homeschools would take into consideration the geographical area of the home or labor and the location of the correspondence school. The next significant, positive relationship was found between dissatisfaction with academic instruction and the traditional school at home approach. The same style of instructional approach is used to teach the child yet the homeschooling parents were not satisfied with the academic instruction. While the type of academic instruction was not labeled, secular or Christian, the idea of traditional schooling happens, maybe because of parental comfort and/or self-efficacy. In addition, the Christian religion was the highest religious preference indicated in this particular study. Therefore, this research implied supports the distinct group of homeschoolers, ideologues and pedagogues (Van Galen, 1987) and a reductive group of homeschoolers (Anthony & Burroughs, 2010; Valery, 2011). Current and future homeschoolers who want support groups, and organizations would benefit from a diverse or segregated collaborative standpoint as well as those who wish an individuality basis for homeschooling.

Lines (1995) theorized where any area has a small group of homeschoolers, an association was formed. Flexibility of schooling allowed groups or group locations locally and expanded regionally and/or nationally.
Additionally, this study was significant in that no other studies have examined the types of technology devices in relation to chosen homeschooling approaches. This study identified relationships of the homeschooled child’s usage of technology devices, iPad, desktop computer, the laptop computer, and the Kindle/table device with correspondence school approaches. While various conversations of Christian families have identified particular approaches with and without the usage of technology devices. The statistics of this research imply that technology device(s) usage is not significant with the chosen method, except with the correspondence schools approach. Implications are made for possible future homeschoolers that technology devices are used in all homeschooling methods with some degree of variance and according to the values and beliefs of the homeschooler.

Finally, no prior research studies have investigated the integration of technology during instructional times. The implications identified in this study displays significant relationships of technology during instructional times and particular homeschooling approaches. While designing and developing and producing a product (e.g. computer-aided manufacturing) was found without significant correlations to homeschooling approaches, the child’s age, grade level, and parental efficacy should be taken into consideration. The descriptives of the technology devices used and integration of technology during instructional times will benefit private and public correspondence schools that provide standardized testing, technology opportunities, and designed curriculums. These services are offered for homeschooling parents who are interested in increasing the learner's higher order thinking skills contextually. For example, voucher schools with homeschooling parents concerned with the Common Core State Standards
would benefit from the technology techniques that emphasize synthesizing, evaluating and creating technologies in the curriculum.

Limitations

The limitations in the study begin with the most obvious, self-reported questionnaires. While homeschooling is varied with state regulations, parental choice is optional and voluntary. Therefore, participation in the survey was voluntary. Empirical studies and respondents are limited to generalizing data. The call for more rigorous and numerical studies is evident. Lastly, e-mail and Internet access provide limitations of the sample size. Specifically, one homeschooler noted a lack of desire to pay the cable company for Internet access and would do what she could use her smartphone to participate in the survey.

Future Research

The researcher's intent was to create initial literature by identifying relationships between parent's knowledge of the types of technology devices used and instructional technology usages integrated with recognized homeschooling approaches. While research has shown a growth in homeschooling in America and other countries, the description of evolving homeschooling methods should be studies as well. Additional research is needed to explore and identify the distinct groups of homeschoolers, ideologues, pedagogues and the expressed mixture of these groups in relation to chosen homeschooling approaches.

Additionally, further research may determine the ages of the homeschool children in relation to the homeschooling approach, technology devices used, and the instructional technology integration. More empirical and longitudinal quantitative research is needed
for statistics with specific individual examples of technology integration used in instructional times and homeschooling approaches. Qualitative research studies would benefit homeschooling methods descriptions with technology device usage and instructional technology integration in accordance with homeschooler individuality.

In conclusion, this study produced partial statistical significance with the three assumptions. However, new information, the types of technology devices used and instructional technology integration by homeschooling children was found and rather substantial for adding to the academic literature. Established specific technology devices and instructional technology integration applications can be used for future educational research. Current and possible future homeschoolers can better understand the vast amount of curriculum and program opportunities available. Lastly, public and private homeschool for profit organizations and schools that include standardized testing, technology opportunities, and designed curriculums will better determine the depth of the services offered to the homeschoolers.

Summary

The purpose of this study was to examine the relationship between instructional technology integration, technology devices used, and parental reasons for choosing to homeschool with parental selection of the homeschooling approaches. John Holt (1964) postulated a theory of individualization, which coincided with Rudner's (1999) idea of increasing diversity and individuality in the homeschooling movement and Kozlowski’s (1999) findings of homeschooling parent-teachers focused on personalized student talents, interests, choices and options in learning. With limited statewide data availability
due to varied laws and regulations and participant volunteers, accuracy and generalizability are rare in quantitative homeschooling data.

An increasing growth of the homeschooling population followed with homeschooling materials and approaches were discovered with homeschooling legalization, Internet and technology integration. Hence, further research is needed for the expanding of homeschooling methods, parental reasons for choosing homeschooling, the extent of technology device usage by the children, and instructional technology integration (Anthony & Burroughs, 2010; Murphy, 2012). Finally, no prior research studies have investigated the particular homeschooling approaches, the children's usage of specific technology devices and instructional times with the integration of technology.

A total of 228 participants completed the survey with the primary family educator having at least one year of homeschooling experience. The majority of the respondents live in the suburban areas of Louisiana and Mississippi with the highest average household income between $70,001 and $100,000. Most of the participants claimed the highest level of education obtainment as a bachelor's degree and Christian religious preference. Providing religion and moral instruction was reported as an essential reason in the participants' reasoning for choosing homeschooling, and the least was the learner with physical and mental problems. Pearson correlations were performed to determine if a relationship exists between the factors, parents' selection of homeschooling approaches and parents' reason for choosing to homeschool, technology devices used, and instructional technology integration.

Initially, a Pearson correlation analysis was conducted to test the first hypothesis, “there is a relationship between the parent’s selection of homeschooling approach(es) and
The concluded relationships were found to be significant and positive between the parent’s selection of homeschooling approach(es) and parental reasons for choosing to homeschool, including: location to home and work with correspondence schools, learners with physical or mental health problems and computer-based learning, and dissatisfaction with academic instruction and the traditional school at home – public and private school style approach.

Additionally, another correlation analysis was administered to identify if “there is a relationship between the parent’s selection of homeschooling approach(es), and technology devices used.” The analysis recognized significant relationships that no other studies have examined. Technology devices, iPad, desktop computer, the laptop computer, and the Kindle/tablet device were found to have significant positive correlations with correspondence school approaches. Conclusions implied technology devices were more likely to be used in computer-based programs and correspondence schools.

Finally, the researcher investigated the third hypothesis, “there is a relationship between the parent’s selection of homeschooling approach(es) and instructional technology integration.” The only positive, significant correlation was found between computer-based homeschooling and instructional technology integration. In conclusion, no relationship was discovered between the parent’s selection of homeschooling approach(es) and instructional technology integration.

While the hypotheses hold partial, significant relationships between the factors, evidence has been found to add to the existing literature of homeschooling approach(es) chosen by parents, parents’ knowledge of technology devices, and instructional
technology integration used by the child. For this particular study, the Classical education was the most used homeschooling approach, and correspondence schools were the least used. The used devices reported in order from highest to lowest were the laptop, desktop, smartphone, iPad, and the iPod. Finally, the three most frequently used as instructional technology activity integration were conducting research, learning or practicing drill skills, solving problems, analyzing data or performing calculations, and creating or using graphics or visual displays.
APPENDIX A

INSTITUTIONAL REVIEW BOARD NOTICE OF COMMITTEE ACTION

THE UNIVERSITY OF SOUTHERN MISSISSIPPI

INSTITUTIONAL REVIEW BOARD
118 College Drive #5147 | Hattiesburg, MS 39406-0001
Phone: 601.266.5997 | Fax: 601.266.4377 | www.usm.edu/research/institutional.review.board

NOTICE OF COMMITTEE ACTION
The project has been reviewed by The University of Southern Mississippi Institutional Review Board in accordance with Federal Drug Administration regulations (21 CFR 26, 111), Department of Health and Human Services (45 CFR Part 46), and university guidelines to ensure adherence to the following criteria:

☐ _The risks to subjects are minimized.
☐ _The risks to subjects are reasonable in relation to the anticipated benefits.
☐ _The selection of subjects is equitable.
☐ _Informed consent is adequate and appropriately documented.
☐ _Where appropriate, the research plan makes adequate provisions for monitoring the data collected to ensure the safety of the subjects.
☐ _Where appropriate, there are adequate provisions to protect the privacy of subjects and to maintain the confidentiality of all data.
☐ _Appropriate additional safeguards have been included to protect vulnerable subjects.
☐ _Any unanticipated, serious, or continuing problems encountered regarding risks to subjects must be reported immediately, but not later than 10 days following the event. This should be reported to the IRB Office via the “Adverse Effect Report Form”.
☐ _If approved, the maximum period of approval is limited to twelve months.

Projects that exceed this period must submit an application for renewal or continuation.

PROTOCOL NUMBER: 14111204
PROJECT TITLE: Relationships of Parental Homeschooling Approaches Including Technology Integration
PROJECT TYPE: New Project
RESEARCHER(S): Letitia (Tish) Walters
COLLEGE/DIVISION: College of Education and Psychology
DEPARTMENT: Curriculum, Instruction & Special Education
FUNDING AGENCY/SPONSOR: N/A
IRB COMMITTEE ACTION: Exempt Review Approval
PERIOD OF APPROVAL: 01/21/2015 to 01/20/2016

Lawrence A. Hosman, Ph.D.
Institutional Review Board
APPENDIX B

HOMESCHOOLING APPROACH(ES) INSTRUMENT

Instructions

Do you have at least one year of homeschooling experience?
Yes  (Please proceed.)
No  (We thank you for your interest and time, but you are ineligible to complete this survey.)

Are you the primary homeschooling educator in the family?
Yes  (Please proceed.)
No  (We thank you for your interest and time, but you are ineligible to complete this survey.)

Please complete this survey only one time. Please answer each section until you have fully completed the survey. You will know you have fully completed it when you reach the screen that thanks you for completing the survey.

Section 1: Demographics
1) What state do you live in?

2) What is your approximate average household income?
   a. 0-$10,001
   b. $10,001-$20,000
   c. $20,001-$30,000
   d. $30,001-$40,000
   e. $40,001-$50,000
   f. $50,001-$60,000
   g. $60,001-$70,000
   h. $70,001-$100,000
   i. $100,001-$150,000
   j. $150,000 and up

3) What is the location of your home?
   a. City
   b. Suburban
   c. Town
   d. Rural
4) **What is your highest education level?**
   a. Less than high school  
   b. High school graduate or equivalent  
   c. Vocational/technical or some college  
   d. Bachelor’s degree  
   e. Graduate or professional school  

5) **What is your religious preference?**
   a. Protestant  
   b. Catholic  
   c. Jewish  
   d. Buddhism  
   e. Hinduism  
   f. Other Eastern  
   g. Muslim/Islam  
   h. Christian  
   i. International  
   j. None  
   k. Other  

---

**Section 2**
Please respond to the statements below by placing the corresponding number in the box that best describes **how frequently** your child performs the following teaching approaches.

<table>
<thead>
<tr>
<th></th>
<th>Never 1</th>
<th>Rarely 2</th>
<th>Sometimes 3</th>
<th>Always 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Unschooling- child-led and paced</td>
<td></td>
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<tr>
<td>2. Correspondence schools and school-related umbrella organizations outside of the home</td>
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<tr>
<td>3. Traditional school at home settings - like a public or private system</td>
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<tr>
<td>4. Cooperative schooling – with other homeschooling families</td>
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<tr>
<td>5. Computer-based homeschooling approaches</td>
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<tr>
<td>6. Classical education</td>
<td></td>
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<tr>
<td>7. Charlotte Mason approach</td>
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</tbody>
</table>
## Section 3
Please respond to the statements below by placing the corresponding number in the box that best describes **how important** each factor was to you when you were selecting the homeschooling approach(es) for your child.

<table>
<thead>
<tr>
<th>Factor</th>
<th>Not at all Important 1</th>
<th>Less Important 2</th>
<th>Important 3</th>
<th>Extremely Important 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Concerns of school environment</td>
<td></td>
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<tr>
<td>2. Dissatisfaction with academic instruction at other schools</td>
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<tr>
<td>3. Provide religious and moral instruction</td>
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<tr>
<td>4. Learner has physical or mental health problems</td>
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<tr>
<td>5. Learner has other special needs</td>
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<tr>
<td>9. The match between my values and the approaches’ values</td>
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<tr>
<td>10. If the approach matched your family’s religious beliefs</td>
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<tr>
<td>11. If the location was convenient to my home or work</td>
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<tr>
<td>12. The amount I would have to pay, or if I would have to pay</td>
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</tbody>
</table>

## Section 4
Please respond to the statements below by placing the corresponding number in the box that best describes **how frequently** your child uses the following technological devices.

<table>
<thead>
<tr>
<th>Device</th>
<th>Never 1</th>
<th>Rarely 2</th>
<th>Sometimes 3</th>
<th>Always 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Desk Top Computer</td>
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<tr>
<td>2. Laptop Computer</td>
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<tr>
<td>3. iPad</td>
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<tr>
<td>4. Kindle/Tablet</td>
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<tr>
<td>5. iPod</td>
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<tr>
<td>6. Smartphone</td>
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</tbody>
</table>
## Section 5

Please respond to the statements below by placing the corresponding number in the box that best describes **how frequently** your child performs the following activities using educational technology during instructional times (select “not applicable” for activities that do not apply to your learner).

<table>
<thead>
<tr>
<th>Activity</th>
<th>Not applicable</th>
<th>Never</th>
<th>Rarely</th>
<th>Sometimes</th>
<th>Often</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Prepared written test</td>
<td></td>
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<tr>
<td>2. Create or use graphics or visual displays (e.g. graphs, diagrams, pictures, maps)</td>
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<tr>
<td>3. Learn or practice drill skills (e.g. reading, math)</td>
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<tr>
<td>4. Conduct research</td>
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<td>5. Contribute to blogs and/or wikis</td>
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<td>6. Use social networking websites</td>
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<tr>
<td>7. Solve problems, analyze data, or perform calculations</td>
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<tr>
<td>8. Conduct experiments or perform measurements</td>
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<tr>
<td>9. Develop and present multimedia presentations</td>
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<tr>
<td>10. Create art, music, movies or webcast</td>
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<tr>
<td>11. Develop or run demonstrations, models, or simulators</td>
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<tr>
<td>12. Design and produce a product (e.g. computer aided manufacturing)</td>
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</tr>
</tbody>
</table>
APPENDIX C

INSTRUMENT PERMISSION LETTER

Preschool Selection Questionnaire
4 messages

Letitia Walters <letitia.a.walters@eagles.usm.edu> Tue, Jul 29, 2014 at 1:46 PM
To: kaglenna@owu.edu

Hi Dr. Glenn-Applegate,

My name is Letitia Walters and I'm a Ph.D. Candidate at USM. My topic for my dissertation is parental selection for homeschooling programs. I'm interested in using your instrument from you 2011 study and modifying it by adding to it for parental selection of homeschooling programs.

My colleague and friend, Brittany Herrington, used your instrument for her topic and has recently defended her dissertation. She has been very helpful in my dissertation process as well.

May I have permission to use and modify your instrument?

Thanks.

---
Letitia (Tish) Walters, M.A.
University of Southern Mississippi
CISE Graduate Assistant

Katherine Glenn-Applegate <kaglenna@owu.edu> Tue, Jul 29, 2014 at 5:25 PM
To: Letitia Walters <letitia.a.walters@eagles.usm.edu>

Hi Letitia,

Sure. I hope it's helpful to you. Of course, just be sure to cite my dissertation/pilot study (referenced in my dissertation).

Best,

Katherine Glenn-Applegate

[Quoted text hidden]

Letitia Walters <letitia.a.walters@eagles.usm.edu> Tue, Jul 29, 2014 at 8:19 PM
To: Katherine Glenn-Applegate <kaglenna@owu.edu>

Thank you so much!!!!

[Quoted text hidden]

Letitia Walters <letitia.a.walters@eagles.usm.edu> Tue, Jul 29, 2014 at 8:19 PM
To: "david.daves" <David.Daves@usm.edu>
REFERENCES


