

Broadening the concept of parent involvement: Homeschool families as a pattern for traditional school parent involvement

Kenneth V. Anthony, Ph.D. and Mark Wildmon, Ph.D.

Abstract

Parental Involvement (PI) research indicates that PI is positively associated with academic success and that for the past forty years researchers, teachers, and administrators have encouraged greater levels of parental involvement in schools to improve overall student achievement. This research reviews at home learning activities conducted by homeschool families that traditional school families can adopt as PI. Our analysis of homeschool families' PI that could be adopted by traditional families led to several conclusions discussed within this review. The expanded view of PI could potentially challenge the preeminent role of schools in education and result in conflict between parents and schools, either serving as a barrier to productive PI or serving to motivate some parents to abandon traditional schools in favor of homeschooling.

Keywords: parental involvement in school, homeschool, parent engagement in academics

**Broadening the concept of parent involvement: Homeschool families
as a pattern for traditional school parent involvement**

In their 2013 assessment of homeschooling, several homeschooling critics concluded that “...rather than encouraging the act of homeschooling, policymakers would be on firmer empirical ground by encouraging all families to be more like homeschooling families: to be highly interested and invested in the education of their children” (Lubienski et al., 2013, p. 385). The critics attributed academic success in homeschools to home school families’ high level of parental involvement (PI). We decided to investigate what homeschool family PI actions could be adopted by families in traditional schools.

Homeschooling and other alternative learning environments can inform broader educational policy and practice. This proposal by critics of homeschooling aligns with other research that indicates there are many things that traditional schools can learn from homeschools, including greater parental autonomy (Anthony, 2009; Ray, 2017a), and providing parents and students increased choices and considering school as a one resource rather than the sole provider of education (Anthony & Burroughs, 2012). Of course, this would require greater student and parent responsibility and an opening of the school into a more equal partnership with the community and parents. With greater parental involvement and autonomy, there is a potentially greater parental voice in all aspects of education, including curriculum decisions.

Our recent review of the evidence (Anthony & Wildmon, 2021) indicated that adults who were homeschooled fare well on measures of academic preparation for college, mental health, and life in the real world. This, combined with other research on the academic success of homeschoolers (Ray, 2010; Ray, 2017b), demonstrated that homeschooling is an educational treatment that works and is a good option for parents who choose it. In 2013, Ray claimed, there

are many benefits to homeschooling, but few people in education promote it. In this manuscript, we continue the trend. Our task here is not to promote homeschooling per se, but to identify practices of homeschool parents that parents of traditionally educated students can use to increase their PI and have a positive effect on their child's education. Additionally, we identify potential pitfalls of using homeschool parents as a model for PI.

Curricular Transposition

McCowan's (2009) theory of curricular transposition, described how ideas become a reality in the classroom. His theory has four stages. The first stage is a concept or idea that the society has deemed is valuable and necessary and therefore should be included in the formal school curriculum. These ideas are usually agreed upon by many stakeholders but are generally adopted by education professionals with the option of community input. The second stage is the curricular program which includes the ideas and concepts that have been deemed necessary and includes the ideal way these should be taught. The development of the curriculum is usually the task of professionals in education. The third stage is the school or classroom implementation of the curriculum. The final step is the effect on the students. McCowan contends that as the curriculum ideal moves from each stage there is an opportunity for disjuncture or a break from the ideal of what should be taught and what is taught and the effect on students. He explains that there are many ways that this disjuncture can occur, including political and societal factors, teachers' beliefs and practices, and school resources. For our purpose, this theory is important because PI normally occurs in the last stages, 3 (implementation) and 4 (effect on the student), but the level of involvement advocated by Lubienski et al. (2013) would invite greater parent involvement into stages 1 and 2 which has typically been seen as the domain of education professionals. To understand why this is may be the case, we need to define PI.

Parental Involvement and Academic Achievement

PI is defined “as parents’ commitment of resources (e.g., time, energy, and money) to the academic context of children’s lives (Barger et al., 2019, p. 856).” There are two forms of PI: school-based and home-based. School-based PI “comprises parents’ direct contact with the school in the form of participation or governance” while home-based PI “takes place outside school—often, but not exclusively in the home (p. 856).” PI can also include parents’ expectations, aspirations, and values related to education (Barger et al., 2019). For our purposes, we conceptualize PI into three forms: school based; home based and parents’ expectations, aspirations, and values. Table 1 includes common activities that are considered PI. These activities would happen in Stages 3 and 4 of McCowan’s Curricular Transposition model, which focuses on curriculum implementation at the school and class level and its impact on the student. None of these would involve parents in stages 1 and 2, which focus on what should be taught and how it fits into a curriculum document.

Our review of PI research indicated that PI is positively associated with academic success (Barger et al., 2019; Barwegen et al., 2004; Erdem & Kaya, 2020; Fan & Chen, 2001; Kim & Hill, 2015). Barwegen et al. (2004) determined that there was no difference in academic achievement between homeschooled and public-school students as measured by the ACT for students who perceived that their parents were highly involved in their education. This seems to reinforce the earlier argument (Lubienski et al., 2013) that PI is a valuable aspect of home education and should be adopted by parents of students educated in traditional settings. If parents with children in traditional schools were more involved in their child’s education (or perceived to be involved), the achievement gap between homeschooled and traditionally educated students would be closed. The researchers (Barwegen et al., 2004) identified the specific parent actions

that were statistically significant (Table 1). We identified the PI type (home-based, school-based, or parental expectations, aspirations, and values about education) for each of the parent actions. Interestingly, regardless of the PI type, each of these parent actions generally supports school-based learning. The assumption underlying these PI actions is that learning happens at schools, and PI is focused on supporting school learning.

Table 1

Student reported parent actions that contributed to ACT achievement

Parent Action	PI Type
Asked about my school work	Home-based
Supported me in doing school work	Home-based
Volunteered at various school functions	School-based
Reviewed information sent home from school	Home-based
Were flexible to teachers' schedules	School-based
Served on school committees	School-based
Assisted me in making decisions about my future after high school	Expectations, aspirations, and values
Expected me to maintain a 3.0 GPA	Expectations, aspirations, and values
Expected me to be involved in extra-curricular activities such as clubs or sports	Expectations, aspirations, and values

Methods

Research Questions

If we are going to encourage “all families to be more like homeschooling families (Lubienski et al., 2013, p. 385) in an effort to increase PI we must describe what this would look like in practice. This led us to the questions: 1) What does PI look like in homeschool families and 2) What PI activities conducted by homeschool families can be adopted by traditional school families? Our initial analysis led to a third research question: 3) How can barriers to PI serve as motivators to homeschool for some families?

Sources and Selection Criteria

To answer these questions, we reviewed homeschooling literature written to describe how parents operate a homeschool (Griffith, 1998; Holt & Farenga, 2003; Rivero, 2008). Our criteria for selecting the books was based upon their value to supporting parents interested in homeschooling. We selected two of the books because they represent two major views of homeschooling: unschooling (Griffith, 1998) and traditional homeschooling or school at home (Rivero, 2008). These books also provided concrete examples of homeschooling practice which would allow us to find practices we could recommend as PI to parents and schools. We selected Holt and Farenga (2003) because of Holt’s role in helping to start the modern homeschooling movement and his role in providing support to homeschooling families, which Farenga has continued. These three books collectively provided a comprehensive description of homeschooling activities that we could analyze for our purposes.

Analysis of the Sources

To identify the homeschool practices that would qualify for PI we conducted a content analysis of the books listed above (Berg, 2007). Our goal was to use a grounded theory approach in which we dug deep into the texts to identify specific homeschool practices that could be PI. We coded manually. We read each book recording the specific homeschool practices in a

spreadsheet. We next recorded a specific example of each practice along with the page number for future reference. Once we identified the practices, we aligned them to specific barriers to PI (Hornby & Lafaele, 2011) to identify homeschool practices that can help schools and parents overcome these barriers and therefore increase PI. This was when we realized that there was a connection between the barriers to PI and certain parental motivations to homeschool. Once this connection emerged, our next analytical task was to identify how the barriers to PI could become a motivator to operate a homeschool. We then located specific examples from the homeschool books and other research for each of the barriers/motivators.

Findings

Our initial goal was to identify homeschool practices that convert to PI activities for parents who have children in traditional schools. We felt that since homeschool families could be described as exercising hyper-PI, then there might be some activities that would translate to traditional schooling and increase PI, thus positively influencing student achievement. While creating the list, we discovered a pattern that indicated many of the barriers to traditional school PI (Hornby & Lafaele, 2011) were motivators for families to homeschool. So, we decided to dig deeper. We used the Barriers to PI Model created by Hornby and Lafaele (2011) to analyze the three pieces of homeschooling literature and other research on motivations to homeschool to determine which homeschool actions and beliefs align with each of the barriers to PI (Table 2). Our analysis of homeschool families' activities that traditional families could adopt as PI led to several conclusions:

- a. Many of the barriers to traditional school PI are also motivators for families to homeschool. If schools want to increase PI, they must satisfactorily address these barriers with families.

- b. The home school practices that can be adopted by other parents generally are home-based PI and match what the home school families would call their instructional practices.
- c. Homeschool parents' philosophies of education can help increase school-based PI resulting in more home-school collaboration. These philosophies include greater responsibility and involvement in education at the family level and have the potential to become barriers to truly collaborative school-based PI.
- d. The aspirations, expectations, and values component of PI generally matches the motivations of many families to homeschool. Therefore, encouraging this aspect of PI could result in a greater push for parental influence of education at the school and district level.
- e. Homeschool parents and traditional schools have diverging views of PI. When schools talk about PI they are talking about parental support for school-based learning. When home school parents talk about PI they are talking about actions that support learning in a broader context that may or may not include schools or teachers.

Discussion

Barriers to PI that serve as Motivators to Homeschool

Barriers to PI

Hornby and Lafaele (2011) researched the gap between the rhetoric and reality of PI. Though most agree that PI is an important aspect of education, the reality is that more PI is needed because it is not practiced as often as it is advocated for. They proposed that the gap between rhetoric and reality in PI exists because of the influence of factors at the parent and

family, child, parent-teacher, and societal levels, which act as barriers to the development of effective PI. Table 2 provides a list of specific factors under each of the levels delineated above. It also describes each factor. These factors are important because they serve as barriers to PI, but as we concluded, they also serve as potential motivators to homeschool. In other words, if schools fail to address these barriers to PI, not only will there be less PI, but it might also push some parents to leave traditional schooling for homeschooling. In the next section, we discuss each of the factors and how they can serve as motivators to homeschool.

Table 2

Barriers to PI Model Factors

Barriers to PI Factors	Description of factors
Individual parent and family factors	
Parents' beliefs about PI	Parents need to know they can make a difference and help their children achieve. Parents beliefs about intelligence and learning impact PI. If they think that their effort matters then they will be more involved in PI.
Perceptions of invitations for PI	Parents perceptions of teacher or school openness to PI encourages or discourages PI.
Current life contexts	Parent education level, work, and career situations encourage or discourage PI.
Class, ethnicity, and gender	SES, ethnicity, and gender serve to encourage or discourage PI. There are disparities based on each. Some groups have

less time; others have less trust. Women or more likely to engage in PI.

Parent-teacher factors

Differing goals and agendas Differing beliefs about general goals of education or about the purpose and goals of PI can lead to conflict and decreased PI.

Differing attitudes Parents and school professionals may have different opinions about the nature of school and education. Who is the main educator? Parent or teacher. Who is in the support role? Gaps exist between parents and teachers about PI and these can discourage PI.

Differing language used Words mean different things to different people. For example, partnership means one thing to schools and another thing to parents and this differing understanding leads to conflict and less PI.

Child factors

Age PI decreases as student age increases. Nature of PI also changes.

Learning difficulties and disabilities Parents with students who are struggling are more likely to be involved in PI, but if there is a disagreement over the issues, these can discourage PI.

Gifts and talents	If a child is not academically challenged and becomes frustrated, this can discourage PI due to a conflict between parents and school. Sometimes parents of gifted and talented students are more motivated to engage in PI.
Behavioral problems	Parents of students with behavioral problems are often less likely to be involved in school.
Societal factors	
Historical and demographic	Narrow definitions of PI (school based and school supporting) as well as rigid bureaucratic nature of schools discourages PI.
Political	Little government push to encourage PI- no laws
Economic	Little money dedicated to encouraging PI because there are not short-term rewards related to performance of accountability.

How Barriers to PI Serve as Motivators to Homeschool for Some Parents

Individual parent and family factors

The first level of barriers is individual parent and family factors. Parent and family factors that serve as barriers include the following:

- a. Parents' beliefs about PI
- b. Perceptions of invitations for PI
- c. Current life contexts
- d. Class, ethnicity, and gender

Table 3 describes each individual parent and family factor in a traditional school context (Hornby & Lafaele, 2011). Additionally, Table 3 provides an example from homeschool literature indicating how each of these factors can become a motivator to leave traditional schooling and begin homeschooling. In summary, where traditional parents might be discouraged from engaging in PI because they feel that it is the job of the school to do most of the teaching, homeschool parents are motivated to teach their own because they believe education is primarily the responsibility of parents. Traditional parents are discouraged from engaging in PI if they do not perceive the schools encourage it, whereas homeschool parents are motivated to engage in the penultimate PI activity, teaching their own children in a homeschool. Regarding the economic and career costs of PI, homeschool parents readily sacrifice economically to operate their homeschools. Finally, SES, ethnicity, and gender influence PI in traditional schools, but there is growing evidence that the population of families that homeschool are becoming more diverse (Eggleston & Fields, 2021; Ray, 2017a). In conclusion, each of these parent and family factors that serve as barriers, with the right families can motivate some to abandon traditional schools to operate their own homeschools. They may come to believe it is the proper level of parental involvement and therefore are willing to sacrifice career and cash, and this appears to hold true in diverse groups.

Table 3

Individual parent and family factors that are motivators to homeschool

		How barriers serve as
Individual parent	Traditional school context	motivators to some parents to
and family factors	(Hornby & Lafaele, 2011)	homeschool

Parents' beliefs about PI	If a parent believes it is their job "only to get their children to school" they are less likely to be involved in homebased or school-based PI. p. 39	Homeschool families believe that it is their responsibility to raise and teach their children. They do not believe they should give that responsibility to others. (Holt & Farenga, 2003)
Perceptions of invitations for PI	Parents' perceptions of teacher or school openness to PI encourages or discourages PI.	Homeschool parents are motivated to homeschool when they feel that the teachers or school are not open to PI (Anthony & Burroughs, 2010).
Current life contexts	Parent education level, work and career situations encourage or discourage PI.	Homeschool families sacrifice work and career for their children's school and education (Anthony, 2009)
Class, ethnicity, and gender	SES, ethnicity, and gender serve to encourage or discourage PI. There are disparities based on each. Some groups have less time, others have less trust. Women or more likely to engage in PI.	More White (3.8%) and Hispanic (3.5%) than Black (1.9%) and Asian (1.4%) students are homeschooled (U.S. Department of Education, 2019)

Recent trends have indicated an increase in Black family homeschool rates due to Covid restrictions and other issues (Eggleston & Fields, 2021).

Though a larger percentage of White students are homeschooled, Ray (2021) reports that the homeschooling movement is demographically diverse.

Parent-teacher factors

How parents and teachers view PI can differ in three ways, according to Hornby and Lafaele (2011), and these can be barriers to PI in education: Differing goals and agendas for education, differing attitudes about school and education, and differing language used to talk about education. Where these serve as barriers to PI in traditional school settings, these are motivators to some parents to homeschool. Parents who choose to homeschool usually have goals that differ from the education professionals in schools, so they homeschool. There is also evidence that parents' attitudes about the nature of education diverge from traditional education. They do not believe that education equals schooling and believe that education is broader than college and career ready. Finally, the very words they use mean different things to homeschool

parents and school professionals, such as the word “partnership.” See Table 4 for further details and examples of each parent-teacher factor in a traditional school context and how each serves to motivate some parents to homeschool.

Table 4

Parent-teacher factors that are motivators to homeschool

Parent-teacher factors	Traditional school context (Hornby & Lafaele, 2011)	How barriers serve as motivators to some parents to homeschool
Differing goals and agendas	Differing beliefs about general goals of education or about the purpose and goals of PI can lead to conflict and decreased PI.	When parents homeschool for a better education, they do so because they want a different education based on different goals and different means. (Rivero, p. 53)
Differing attitudes	Parents and school professionals may have different opinions about the nature of school and education. If education equals schooling, then teachers have the most influence and power. If it is	Homeschool parents don't see school as education, just a part of education. They view education much more broadly than college and career (Holt & Farenga, 2003).

	bigger than schooling, then the power shifts to teachers.	“What if our ideas of education are wrong? What if schooling could be different? What if classroom learning is not the best choice for every child? What if a good education can be easily obtained without school?”(Rivero, 2008, p. 48)
Differing language used	Words mean different things to different people. Partnership means one thing to schools and another thing to parents and this differing understanding leads to conflict and less PI.	Partnership between the parent and child to determine goals and means to meet the goals (Rivero, 2008)

Child factors

Each of the child factors listed in Table 5 serves to motivate some parents to homeschool their children. Age is not a motivator to homeschool, but whereas PI decreases as students get older in traditional schools, homeschool parents maintain high levels of PI with their children as they get older. In both traditional and homeschools it is true that the nature of PI changes, but there is little evidence of a decline in PI in homeschools. Of the remaining three factors: learning difficulties and disabilities, gifts and talents, and behavioral problems, two (gifts and talents and

behavioral problems) tend to decrease the amount of PI, one (learning difficulties and disabilities) tends to increase PI. Both gifts and talents and learning difficulties can have the opposite effect depending on the nature of cooperation between parents and the schools. All three factors generally motivate parents to homeschool their children because homeschooling is seen as an educational treatment that offers many options to accommodate students' specific learning needs.

Table 5

Child factors that are motivators to homeschool

Child factors	Traditional school context (Hornby & Lafaele, 2011)	How barriers serve as motivators to some parents to homeschool
Age	PI decreases as student age increases. Nature of PI also changes.	Percentage of students homeschooled generally persists K-12. Homeschool parents maintain PI K-12. (U.S. Department of Education, 2019)
Learning difficulties and disabilities	Parents with students who are struggling are more likely to be involved in PI, but if there is a	Homeschooling is a “good fit” for children with special needs (Rivero, 2008, p. 101).

	disagreement over the issues these can discourage PI.	“Parents should resist the general claim on the part of schools that only they are competent to teach children because only they are able to tell which children have learning disabilities and if so, what must be done about them.” (Holt & Farenga, 2003, pp. 167-168)
Gifts and talents	If a child is not academically challenged and becomes frustrated this can discourage PI due to a conflict between parents and school. Sometimes parents of gifted and talented students are more motivated to engage in PI.	Homeschooling provides the many options to accommodate their learning (Rivero, 2008, p. 112) “Unschooling is simply a way to tailor learning to the specific needs of each child and each family.” (Griffith, 1998)

Behavioral problems	Parents of students with behavioral problems often less likely to be involved in school.	Research indicates that homeschooled children have less behavioral problems (Medlin, 2013) including underage drug-use drinking and drug use (Green-Hennessy, 2014).
---------------------	--	--

Table 6

Societal factors that are motivators to homeschool

Societal factors	Traditional school context (Hornby & Lafaele, 2011)	How barriers serve as motivators to some parents to homeschool
Historical and demographic	Narrow definitions of PI (school based and school supporting) as well as rigid bureaucratic nature of schools discourages PI.	Students take a larger responsibility for their own learning.... They teach themselves.... Parents take on the role of grading and assigning work..... (Rivero, 2008, p. 124). “We’ve all spent so much time in school that it’s difficult for

us to imagine that there actually are other ways to live and learn in our current society.” (Holt & Farenga, 2003, p. xvii)

Political	Little government push to encourage PI- no laws requiring it.	Homeschool parents do not need the incentive to be involved in their children’s education, because they believe that it is their responsibility to raise and teach their children (Holt & Farenga, 2003).
-----------	---	---

Economic	Little money dedicated to encouraging PI because there are not short-term rewards related to performance of accountability.	Homeschool families sacrifice work and career for their children's school and education because they have different goals for education and feel that the opportunity to teach their own is the reward (Anthony, 2009).
----------	---	---

Societal factors

Of the societal factors, the political and economic factors have little effect on homeschool families. They neither desire nor require legal or economic incentives to homeschool their children as they feel that it is their responsibility to raise and educate their own children. This leads them to overcome the traditional education narrow definition of school-based and school supporting PI and go against the historical and demographic educational trends by teaching their own. See Table 6 for more details.

These barriers to PI that can serve as motivations to homeschool are important for traditional schools to understand. It is in the best interest of schools to increase PI as most of the research about PI associate it with academic success. If schools want to increase PI, they must recognize these barriers and work to satisfactorily address them with concerned families. Further, since these barriers can actually motivate some parents to leave traditional schools to operate homeschools and teach their own students, schools must find ways to overcome these barriers or risk reduced student population in their school, resulting in loss of funding.

Recent increases in homeschooling during the COVID-19 pandemic have shown that families are willing and able to homeschool when they feel it is in their children's best educational interests (Eggleston & Fields, 2021). Post pandemic, some schools struggle to get parents to return to in-school learning. Parents' experience at home with a hybrid experience, concern for their children's safety, and the normalization of at home learning serve as barriers to some parents returning their children to face-to-face learning in a school (Samuels, 2022). The at-home learning that occurred during the pandemic compounds the social factors that serve as barriers to PI and motivators to homeschool. It demonstrated to some families that at-home learning is a viable option.

Homeschool Practices that can be Traditional School PI

The primary purpose of the study was to identify homeschool practices that could be adopted as PI by parents with children in traditional schools. This was motivated by the idea that policymakers should encourage all families to be more like homeschooling families when it comes to parental involvement or commitment to education (Lubienski et al., 2013). We found nine specific homeschool practices which could serve as PI for traditional education. In our analysis we found that these home school practices that other parents can adopt are mostly home-based PI and match what the home school families would call their instructional practices. Of interest, most of these practices are low cost and within reach of most parents, but require a shift in attitude about parent roles in education and what it means to teach and learn. Table 7 lists the six practices that would be home-based PI and examples of these practices in homeschools.

Table 7

Homeschool practices that are home-based PI

Homeschool practice	PI Type	Examples
Model learning	Home-based	Adults model and support learning. Children should see adults: reading, continuing to learn, exhibit curiosity about the world (Griffith, 1998).
Find and provide resources based on student interest or need	Home-based	Parents must be willing to search out a variety of resources to support student learning and social emotional support (Rivero, 2008, pp. 124-125).
Learning environment	Home-based	Provide books, toys, games and art supplies to encourage and support learning (Griffith, 1998).
Trust the child to learn	Home-based	Adults should trust that children can and will learn (Griffith, 1998, pp. 10-16).

		Trust the child's curiosity (Rivero, 2008)
Support child's interests	Home-based	"All families can encourage children toward lifelong learning by urging them to find and pursue their own interests, to trust their curiosity." Rivero, 2008 p. 55
		Read what the children are interested in (Griffith, 1998)
The world-wide classroom	Home-based	Parents should see the world as an opportunity for learning (Griffith, 1998)
		Find alternative learning places in the community: Libraries, children's theaters, arts and crafts centers, adventure playgrounds. Use existing places beyond school to become involved in children's education (Holt & Farenga, 2003).
		Provide opportunities for students to be around people who do the type of work they are interested in. Let them observe and help with the work.

Interestingly, the home-based practices identified from the practices of homeschool families, are qualitatively different from the home-based PI listed in Table 1. The PI in Table 1 tend to support school-based learning, whereas the practices in Table 7 extend active learning from the school to the home and increase the active role of parents in the learning process. Table 8 lists the three practices that focus on changes in parental expectations, aspirations, and values with examples. When one compares these three practices to the three expectations, aspirations, and values PI in Table 1, it is apparent that there is a shift from parents supporting school activities to parents' beliefs about how children learn and the overall purposes of education. When compared to the traditional view of PI the homeschool practices offered an expanded view of PI to include an

- Expanded concept of where learning should take place- home and the world as a classroom
- Expanded concept of partnership between parent and child in learning
- Expanded role of the student in learning
- Expanded role of parents' influence over school-based learning (curriculum)

In conclusion, parents of children in traditional schools who look to homeschool parents for PI practices will find that their PI actions will be expanded beyond supporting school activities to supporting greater student responsibility for learning. They will take a more active and direct role in teaching their own children. Likewise, their views and attitudes about learning will expand as they begin to see education as an activity that takes place in the wider world rather than the narrow confines of the school building.

Table 8

Homeschool practices that are expectations, aspirations, and values

Homeschool practice	PI Type	Examples
Develop learner independence/ responsibility	Expectations, aspirations, and values	<p>Children should take a larger responsibility for their own learning. Let them teach themselves with parent support (Rivero, 2008).</p> <p>Let children choose what to learn and figure out how to learn, and let them ask for help when they think they need help (Holt & Farenga, 2003).</p> <p>See play as learning. It is a useful activity to develop independence (Holt & Farenga, 2003).</p>
Cooperation between parent and child	Expectations, aspirations, and values	<p>Parents and child develop a partnership to determine goals and means to meet the learning goals (Rivero, 2008).</p> <p>Adults should learn with children.</p> <p>Adults should help kids ask and answer questions.</p> <p>Adults and children should read aloud together.</p> <p>Adults should help students select reading (Griffith, 1998).</p>
Expanded view of education	Expectations, aspirations, and values	<p>Nurture the love of learning for its own sake and support the development of deep passions and intrinsic learning not linked to a grade or school subject (Rivero, 2008, p. 56)</p>

Move education beyond preparation for the
work force (Holt & Farenga, 2003)

The Impact of Homeschool Parents' Educational Philosophy on Traditional School PI Increased PI

Just as adopting homeschool practices will increase PI and qualitatively change the nature of PI, it also can lead to changes in beliefs about PI and education. Some parents may adopt elements of homeschool parents' philosophies of education. This can help increase school-based PI resulting in more home- school collaboration because they encourage greater responsibility and involvement in education at the family level and have the potential to become barriers to truly collaborative school-based PI. If families accept greater responsibility and control over education, it may result in parents shifting their PI from stages 3 and 4 of McCowan's Curricular transposition (school and classroom curriculum implementation and impact on the students) to stages 1 and 2, which involves the decisions about what should be taught in schools and how it fits into the overall school curriculum. Encouraging this aspect of PI could result in a greater push for parental influence of education at the school and district level. The current debate about Critical Race Theory in schools has demonstrated that when parents attempt to influence education at the curriculum level, there is often conflict between schools and parents. This conflict could ultimately reduce the amount of PI in stages 3 and 4 and may motivate some parents to homeschool to have greater control over what is taught.

Diverging Views of PI

Homeschool parents and traditional schools have diverging views of PI. When schools talk about PI they are talking about parental support for school-based learning. When home school parents talk about PI they are talking about actions that support learning in a broader

context that may or may not include schools or teachers. The differences are evident when one compares the PI listed in Table 1 with the PI activities listed in Tables 7 and 8. The PI listed in Table 1 are those from the traditional literature on PI. The PI activities listed in Tables 7 and 8 expand the role of parents in their children's education from supporting school-based learning to developing a home environment that supports independent student learning apart from the school. Additionally, the philosophies associated with homeschool based PI activities are based upon the assumption that parents, not schools, are primarily responsible and accountable for the education of their children. Holt and Farenga (2003) highlighted another philosophical divergence. The claim was that homeschool parents do not see school as education; it is just a part of education. Homeschool parents view education more broadly than college and career ready. The diverging views of PI have the potential to increase PI as they can encourage parents to take a greater role in their child's education resulting in positive academic and social outcomes. Conversely, suppose schools do not welcome this increased PI that challenges the historical role of schools in education. In that case, this can serve as barriers to PI for some parents, and motivate some families to consider homeschooling.

Conclusion

Our study demonstrated that there are nine homeschool practices that parents with children in traditional schools can adopt as PI. The PI that can be adopted from homeschooling expands on the concept of PI as defined in the literature. It shifts the focus of PI from supporting school-based learning to learning that happens in the home and encourages the development of learning independence. These homeschool practices in effect expand the view of PI to include an

- Expanded concept of where learning should take place- home and the world as a classroom

- Expanded concept of partnership between parent and child in learning
- Expanded role of the student in learning
- Expanded role of parents' influence over school-based learning (curriculum)

We also demonstrated that many of the barriers to traditional school PI act as motivators for some families to homeschool. If schools want to increase PI, they must satisfactorily address these barriers with families or risk the families abandoning traditional schooling for homeschooling.

Finally, the critics are right. There are many practices that traditional school families can adopt from homeschool families to increase PI. It is important to recognize though that when the critics encourage all parents to be more like homeschool parents, they are opening the door to a significant shift in the qualitative nature of PI. The desired result is most likely the PI listed in Table 1, but homeschool inspired PI is different. This expanded view of PI could potentially challenge the preeminent role of schools in education and result in conflict between parents and schools, either serving as a barrier to productive PI or serving to motivate some parents to abandon traditional schools in favor of homeschooling.

References

Anthony, K. (2009). *Educational counter culture: Motivations, instructional approaches, curriculum choices, and challenges of home school families*. (ERIC Document Reproduction Service No. ED 510 042)

Anthony, K. & Burroughs, S. (2010). Making the transition from traditional to home schooling: Home school family motivations. *Current Issues in Education*, 13 (4).

Anthony, K. & Burroughs, S. (2012). Day to day operations of home school families: Selecting from a menu of educational choices to meet students' individual instructional needs. *International Education Studies*, 5 (1).

Anthony, K. & Wildmon, M. (2021). Life after homeschool. In L.A. Teufel-Prida (Ed.) *Homeschooling and mental health*. Cognella Publishing. (Chapter 6, pp. 105- 134).

Barger, M. M., Kim, E. M., Kuncel, N. R., & Pomerantz, E. M. (2019). The relation between parents' involvement in children's schooling and children's adjustment: A meta-analysis. *Psychological Bulletin*, 145(9), 855-890.

Barwegen, L. M., Falciani, N. K., Putnam, S. J., Reamer, M. B., & Star, E. E. (2004). Academic achievement of homeschool and public school students and student perception of parent involvement. *School Community Journal*, 14(1), 39-58.

Berg, B. L. (2007). Chapter 11: An introduction to content analysis. In *Qualitative research methods for the social sciences* (6th ed.). Pearson.

Eggleston, C. & Fields, J. (2021, March 22) *Census Bureau's pulse survey shows significant increase in homeschooling rates in fall 2020*. Census.gov.

Erdem, C., & Kaya, M. (2020). A meta-analysis of the effect of parental involvement on students' academic achievement. *Journal of Learning for Development*, 7(3), 367-383.

Fan, X., & Chen, M. (2001). Parental involvement and students' academic achievement: A meta-analysis. *Educational Psychology Review*, 13(1), 1-22.

Green-Hennessy, S. (2014). Homeschooled Adolescents in the United States: Developmental Outcomes. *Journal of Adolescence*, 37(4), 441-449

- Griffith, M. (1998). *The unschooling handbook: How to use the whole world as your child's classroom*. Three Rivers Press.
- Holt, J., & Farenga, P. (2003). *Teach your own: The John Holt book of homeschooling*. Da Capo Press.
- Hornby, G., & Lafaele, R. (2011). Barriers to parental involvement in education: An explanatory model. *Educational Review*. 63(1), 37-52.
- Kim, S. W, & Hill, N. E. (2015). Including fathers in the picture: A meta-analysis of parental involvement and students' academic achievement. *Journal of Educational Psychology*. 107(4), 919-934.
- Lubienski, C. Puckett, T. & Brewer, J.T. (2013). Does homeschooling “work”? A critique of the empirical claims and agenda of advocacy organizations. *Peabody Journal of Education*, 88(3), 378- 392.
- McCowan, T. (2009). *Rethinking citizenship education: A curriculum for participatory democracy*
Continuum International Publishing Group, London.
- Medlin, R.G. (2013). Homeschooling and the Question of Socialization Revisited. *Peabody Journal of Education*, 88(3), 284-297.
- U.S. Department of Education, Institute of Education Sciences, U.S. Department of Education, National Center for Education Statistics. (2019). School Choice in the United States: 2019 (U.S. DEPARTMENT OF EDUCATION 2019-106), Indicator 5.
- Ray, B. (2010). Academic achievement and demographic traits of homeschool students: A nationwide study. *Academic Leadership Journal*, 8.

Ray, B. (2013). Homeschooling associated with beneficial learner and societal outcomes but educators do not promote it. *Peabody Journal of Education*, 88(3), 324-341.

Ray, B. (2017a). A Review of research on Homeschooling and what might educators learn? 1. *Pro-Posições*, 28, 85-103.

Ray, B. (2017b). A systematic review of the empirical research on selected aspects of homeschooling as a school choice. *Journal of School Choice*, 11(4), 604-621.

Ray, B. (2021, September 9). *Homeschooling: The Research*. National Home Education Research Institute.

Rivero, L. (2008). *The homeschooling option: How to decide when it's right for your family*. Palgrave Macmillan.

Samuels, C. A. (2022, March 22). Luring Covid-cautious parents back to school. *The Hechinger Report*.

Biography:

Kenneth V. Anthony, Ph.D. (Corresponding Author) Kenneth V. Anthony is an associate professor in the Department of Curriculum, Instruction, and Special Education at Mississippi State University where he teaches social studies methods courses in the elementary education program.

Kva3@msstate.edu

Associate Professor

Department of Curriculum, Instruction, and Special Education

Mississippi State University

Mark Wildmon, Ph.D.

Mark Wildmon is an assistant professor and member of the school psychology faculty in the Department of Counseling, Educational Psychology, and Foundations at Mississippi State University.

Assistant Professor

Department of Counseling, Educational Psychology and Foundations

Mississippi State University