HOME SCHOOLING IN SOUTH AFRICA: A TRAINING PROGRAMME FOR PARENTS

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Dedicated to all the home schooling parents in South Africa.

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DECLARATION

I declare that this thesis hereby submitted is my own independent work and that it has not been previously submitted by me or any one else for evaluation at any other university, faculty or department. I furthermore cede copyright of the thesis in favour of the University of the Free State.

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J.H. van Schoor
May 2005

ABBREVIATIONS

ABE   Adult Basic Education

ACE   Accelerated Christian Education

AE   Adult Education

AISQ   Association of Independent Schools of Queensland Incorporated

AL   Adult Learning

ANC   African National Congress

APK   Afrikaanse Protestantse Kerk

ASA   American Statistical Association

BCVO   Beweging vir Christelike Volkseie Onderwys

CASS   Continuous assessment

CHE   Council for Higher Education

CHESD   Centre for Higher Education Studies and Development

COSATU   Congress of South African Trade Unions

CRC   Christian Revival Church

DOE   Department of Education

EAEA   European Association for the Education of Adults

ECD   Early Childhood Development

ECHSA   Eastern Cape Home Schooling Association

EDUCARE   Early Childhood Education and Care

EFF   Equipped for the Future

ERIC	Educational Resources Information Centre
ERO	Education Review Office
FET	Further Education and Training
HEQC	Higher Education Quality Committee
IAG	Interagency group on young peoples health development and protection in Europe and central Asia
IHC	Intermountain Health Care
KZNHSA	KwaZulu Natal Home Schooling Association
NECC	National Education Co-ordinating Committee
NEPI	National Education Policy Investigation
NHEN	National Home Education Network
NHERI	National Home Education Research Institute
NIACE	National Institute of Adult Continuing Education
NIOB	Navorsingsinstituut vir Onderwysbeplanning
NISAL	Nebraska Institute for the Study of Adult Learning
NQF	National Qualifications Framework
OBE	Outcomes-based education
OBET	Outcomes-based approach to Education and Training
PAT	Parents as teachers
PEP	The Parent Education Programme
PET	Parent Effectiveness Training
PPASA	Planned Parenthood Association of South Africa
RSA	Republic of South Africa
SAQA	South African Qualifications Authority

S.T.E.P   Systematic Training for Effective parenting
TCE   Theocentric Christian Education

TREE   Training and Resources in Early Education

UFS   University of the Free State

UOFS   University of the Orange Free State

WCHSA   Western Cape Home Schooling Association

Latin descriptions

per se   by or in itself, intrinsically

s.a.   without year

s.l.   without place

zpd   zone of proximal development

SUMMARY

HOME SCHOOLING IN SOUTH AFRICA: A TRAINING PROGRAMME FOR PARENTS

Key words: home schooling, parents, training programme, curriculum, skills, attitude, knowledge, adult learner, and facilitator of learning.

Parents often have conflicting thoughts about their home schooling. In the beginning, they seek guidance with regard to the home schooling curriculum, and various other important aspects that must be taken into consideration once they start with the home schooling of their children. The study was conducted in an attempt to develop a training programme for home schooling parents to overcome the various "hurdles" they encounter with the commencement of, or during the home schooling of their children. This study also discusses whether home schooling parents are qualified and possess the necessary expertise, skills, attitude and knowledge to home school their children effectively.

The literature review investigates the different roles parents have to fulfil in this capacity, and that home schooling is merely an extension of parenting. Home schooling parents are not only their children's first educator (pedagogue) but also their children's teacher and facilitator of learning. Home schooling parents become actively involved with the learning of their children and consequently become adult learners who learn, read and do research with their children, in order to gain knowledge on subjects and various other aspects relating to their home schooling, and life in general.

The empirical research, which included both the qualitative and quantitative methodology, revealed that home schooling parents have certain needs, questions and uncertainties about their home schooling. Parents are willing to attend training opportunities in their preferred ways of training. A teaching or an academic

qualification is not necessarily a guarantee for success in the home schooling of children. Parents prefer to use structured or prepared home schooling curricula and appreciate the support they receive from the curricula providers. It does seem, however, that some parents need assistance in choosing a suitable curriculum or combination of curricula. Many parents choose a curriculum that does not work in their unique home schooling situation and only realise this after months or years of struggling.

This research recommends that the home schooling training programme is made available and accessible to parents throughout the country by means of the electronic media, audio-visual media, and contact sessions. It is lastly recommended that programmes be evaluated and adapted on a continuous basis in order to keep abreast of the latest trends and developments in home schooling both nationally and internationally.

OPSOMMING

TUISONDERRIG IN SUID-AFRIKA: 'N OPLEIDINGSPROGRAM VIR OUERS

Sleutelwoorde: tuisonderrig, ouers, opleidingsprogram, kurrikulum, vaardighede, houding, kennis, volwasse leerder en fasiliteerder.

Ouers het dikwels teenstrydige gedagtes oor hulle tuisonderrig, veral in die begin en soek dan leiding met betrekking tot die tuisonderrigkurrikulum en verskeie ander belangrike aspekte wat in aanmerking geneem moet word wanneer hulle begin met die tuisonderrig van hulle kinders. Met hierdie studie is daar gepoog om 'n opleidingsprogram vir tuisonderrigouers te ontwikkel wat hulle sal help om die struikelblokke wat hulle aan die begin, en ook gedurende die tuisonderrig van hulle kinders teëkom, te oorbrug. Of tuisonderrigouers oor die nodige kwalifikasie asook kundigheid, vaardighede, houding en kennis beskik om hulle kinders effektief tuis te onderrig, kom ook onder bespreking in hierdie studie.

Die literatuurstudie ondersoek die verskillende rolle wat ouers moet vervul in hierdie kapasiteit en ook dat tuisonderrig bloot 'n verlenging van ouerskap is. Ouers wat hulle kinders tuis onderrig is nie net hulle kinders se eerste opvoeder (pedagoog) nie, maar ook hulle kinders se onderwyser en fasiliteerder van leer. Tuisonderrigouers raak aktief betrokke by die leer van hulle kinders en word gevolglik volwasse leerders wat leer, lees en navorsing doen om kennis saam met hulle kinders op te doen oor vakke en verskeie ander aspekte wat verband hou met tuisonderrig en die lewe in die algemeen.

Die empiriese navorsing wat beide kwalitatiewe en kwantitatiewe navorsingsmetodes ingesluit het, het aan die lig gebring dat tuisonderrigouers sekere behoeftes, vrae en onsekerhede het omtrent hulle tuisonderrig. Ouers is gewillig om opleidingsprogramme by te woon op 'n manier wat hulle verkies om opgelei te word.

'n Onderwys of akademiese kwalifikasie is nie noodwendig 'n waarborg vir die suksesvolle tuisonderrig van kinders nie. Ouers verkies om gestruktureerde of beplande tuisonderrigkurrikulums te gebruik en het ook hulle waardering getoon vir die ondersteuning wat hulle van die verskaffers van die kurrikulums ontvang. Dit blyk egter dat sommige ouers tog hulp nodig het met die keuse van 'n geskikte kurrikulum of 'n kombinasie van kurrikulums. Baie ouers kies 'n kurrikulum wat nie werk in hulle unieke tuisonderrigsituasie nie en besef dit eers na baie maande of jare se gesukkel.

Met hierdie navorsing word daar voorgestel dat tuisonderrigopleidingsprogramme beskikbaar en toeganklik gemaak word vir ouers regoor die land deur middel van die elektroniese media, oudiovisuele media en deur kontaksessies. Daar word laastens aanbeveel dat hierdie opleidingsprogramme geëvalueer en aangepas word om in pas te bly met die nuutste tendense en ontwikkelings in tuisonderrig, nasionaal sowel as internasionaal.

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DECLARATION CONCERNING LANGUAGE EDITING

I would hereby like to certify that Chapters 2, 3 and 5 as well as the List of References of the following thesis submitted in fulfilment of the requirements for the degree Philosophiae Doctor in the Department of Curriculum Studies, School of Education, Faculty of the Humanities at the University of the Free State, Bloemfontein, was edited for language usage by me:

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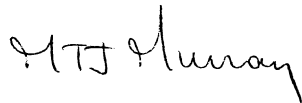
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CHAPTER 1

ORIENTATION AND BACKGROUND TO THE STUDY

1.1   INTRODUCTION

Home schooling is not a new concept, and parents have reared their children in this particular way for almost the past 150 years. Home schooling was a way of life regardless of status and wealth well into the nineteenth century and in certain areas well into the twentieth century (Griffith 1997:xvi; Petrie 1995:285). At that time home and family life formed the basis of social life and children grew up in remote agrarian areas and were taught what they needed to know in their parental home. The parents' main goal in educating their children was to enable them to function effectively in the community. They were taught everything from basic chores, basic reading, writing and arithmetic, how to grow and store food, how to make tools and how to make a living (Griffith 1997:xvi). Children helped their parents on the farms during the day and were taught at their mother's knee in the evening or during spare moments (Wallace 1983:28). Parents had little time apart from work and their children were often mostly self-taught. According to Robinson (1999c), home schooling has always been "part of the great American experiment of human freedom".

However, with the beginning of the public school system in the early 1900s and the passing of compulsory school attendance laws in all fifty states of the United States of America (USA), home schooling almost died out. In the 1980s, the number of home-schooled learners rose again to as high as one million learners in 1995 nationwide in the USA (Klicka 1995a:2). In a study by Lines and Ray [National Home Education Research Institute (NHERI) 2001], approximately 1.5 to 1.9 million learners in grades K (grade 1)

to 12 were home schooled during 2000-2001 in the USA (NHERI 2001). Currently home schooling is expanding in the USA at a rate of 15-20% a year. More children are home schooled than children attending charter or conservative Christian academic schools (Reich 2002:1). This is a clear indication that the number of home schoolers is steadily rising in the USA.

Other countries with a noticeable move away from public schooling include Australia with 20 000, Canada 65 000, and Britain with 15 000-20 000 children (Udal 1997:74; Haigh 1995:4). Many parents decided to follow this route because they felt that public schools failed their children politically, socially and academically (Klipsch 1995:47).

The development of home schooling in South Africa took a different route than that in the USA and other countries. Home schooling was banned in South Africa since the late 1980s. Until the new School Policy in 1996, parents were prosecuted and even imprisoned for home schooling their children (Scheepers 1996:4). Before 1994, during the previous regime, parents had to operate their home schools illegally (underground) for fear of prosecution by the Department of Education. The term "underground" (anonymous) is a term used for parents who home school their children without the permission of the education authorities. The home schooling policy of 1992 clearly stipulated that home schooling was only allowed in sparsely populated, remote rural areas. Permission by the Education Department was granted for children in the junior primary phase only. In exceptional cases, parents were allowed to home school their children. Parents had to provide valid reasons why their children could not attend a legal, established public school. This policy also stipulated that the parent who presented the teaching and learning had to be "adequately qualified" and registered with the Federal Teachers Board (Van Oostrum 1997:2).

With the first democratic elections in South Africa in 1994, home schooling, as an alternative educational option in South Africa, was legalised for the first time and became widely accepted by Education Departments. Educational reform was part of the newly elected governments' long-term planning and home schooling gathered momentum since the implementation of the policy on home education in section 51 of

the South African Schools Act (1996) (RSA 1996:31). According to Van Oostrum (2001: Personal communication), president of the National Coalition of Home Schoolers, and chairman of the Pestalozzi Trust (legal defence fund for home education), approximately 15 000-25 000 children were home schooled in South Africa in 2001. More recently Carte Blanche, an MNet television programme, reported that there is an estimated 30 000 home schoolers in South Africa. Moreover, this total is not definite, because no official figures are available (Carte Blanche 2004). Home schooling, however, remains a controversial issue for many educators and people.

1.2 CRITICISM AGAINST HOME SCHOOLING

Although home schooling is the fastest-growing sector of education, it remains a contentious issue. Some common criticisms against home schooling include the following:

- Durham (1996:79) claims that it is unlikely that home schooling will ever become mainstream. This, however, is not the opinion of Reich (2002). He asserts that after the US Congress passed a resolution in 1999, declaring a week of National Home Education Week, home schooling went mainstream.

- Chris Lubienski, a lecturer at the Iowa State University's College of Education, assumes that "home schooling is a social threat to public education". He declares that home schooling is taking some of the most committed, articulated and affluent parents out of the public school system, as they are inclined to be active, articulated and very interested in their children's education (Cloud & Morse 2001:2). Learners in public schools are deprived of such educational experiences and influences (Lubienski 2000). Lubienski (2000:1) maintains that home schooling is part of a common trend of elevating private goods over public goods. The focus is on the private benefits and rights of the individual and not on the public good. It is argued that home schooling renounces the public interest and undermines the common good in two ways:

- Home schooling removes children from public school, thus removing social capital to the disadvantage of the learners left behind; and

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- As a departure strategy, home schooling prevents public schools from improving and functioning effectively as democratic institutions.

Lubienski holds that home schooling is directly responsible for ruining the potential of public schools to serve the common good and undermining a purposeful democracy.

- Geldenhuys (1998:27) postulates that home schooling in South Africa has no right of existence. Home schooling is a typical phenomenon among the white population who feels powerless in the newly established democratic system. Geldenhuys reiterates that parents should rather work together on building a first-class education system that would produce first-class world citizens. Geldenhuys continues that Afrikaans- and English-speaking white parents in South Africa prefer to home school their children behind "locked doors" rather than to expose them to the public school system where they might have to share their sandwiches with black pupils. This appears to be an exaggerated and generalised statement by Geldenhuys since parents have been home schooling their children long before the first democratic election in South Africa. Research has also shown that parents prefer to home school their children for other reasons (*vide* 1.4.2.)

- Some educators argue that public schools are important for the competitive development of children. Families who home school their children view competitiveness as a negative component of schooling (Bendell 1994:160).

- Critics also argue that a person requires at least a Bachelor's degree in education and a diploma in teaching in order to impart knowledge. Woods (1997), in defence of this statement, is of the opinion that the majority of university lecturers and further education and training lecturers, instructors and professors have little or no formal training in education or teaching.

- Another concern is that the home school cannot provide the facilities for effective teaching and learning of subjects such as science where expensive equipment and specialist knowledge are required. Parents, however, report that they, as educators, learn a great deal themselves and that there is no need for specialist knowledge or equipment. In the secondary school years, the increasing number of subjects might

pose a problem and outside help in the form of expert tuition and correspondence are called for. A counter argument is, however, that home schooling need not be a permanent arrangement and that home schooled children who go to public school usually perform well academically (Bendell 1994:160).

- Critics allege that parents who choose to home school their children are preventing the children from acquiring the necessary social skills. Socialising of the home schooled learner and how to function normally in society seems to be a problem for both Education Department officials and members of the public. They feel that children will miss opportunities for socialisation if they do not go to school. It may be argued in response to this that the type of socialisation to which children are exposed in school prepares them for school and not necessarily for the world. Parents who home school their children must, however, consider how they will meet their children's socialising needs (Bendell: 1994:161). Some parents believe that the socialisation of young children occurs best in the family setting. Others do not view socialising as a problem but feel that home schoolers miss the culture of childhood.

According to a study done by Shyers (1992:205), fewer problem behaviours are displayed by home schooled children than their public schooled counterparts when playing with mixed groups of children from both educational backgrounds. Shyers' study further supports his hypothesis that contact with adults rather than contact with children is crucial in developing children's social skills. Children need to experience other adults who care about them and not just their parents' point of view (Cloud & Morse 2001:6; Morrison 1993:448; Schabner 2002:1; Shyers 1992:75).

- According to Ballmann (1987:13), a question often asked is whether those who home school their children are part of a foolish edge of society, consisting of a combination of extremists, radicals and escapists.

- A common phenomenon among parents is hyper-parenting. Hyper-parenting, however well intentioned, illustrates the degree to which parents anxiously wish their childrens' accomplishments to reflect their own unfulfilled ambitions. Most parents seem to home school their children with the best intentions. In today's highly

competitive society they believe that they can raise a Tiger Woods by using the correct programme and design, and sadly... *"Parenting - not golf- has become the most competitive sport in America"* (Durand 2000).

According to Morrison (1993:449), there seems to be tension between parents who believe that they have the right to provide their children with an alternative but equal education, and those who believe in public school attendance. It is unlikely that these two groups will reach common ground as the issues of home schooling will never be resolved to everyone's satisfaction. Moreover, home schooling is a growing reality for those parents who believe that they have the right and ability to teach their children at home where their children's learning occurs at its best.

The following paragraph sheds light on the type of parents who prefer to home school their children.

1.3   THE DIVERGENT HOME SCHOOLING PARENT

Making the decision to home school does not come easy to most parents as it entails a considerable commitment from parents in terms of time. It seems that parents who home school their children in South Africa harbour the same thoughts as their counterparts in other countries. Most parents are aware of the enormous responsibility of educating their children at home and only decide to home school them after considerable thought (Bendell 1994:160; Jeub 1994:50; Mayberry, Knowles, Ray and Marlow: 1995:48).

According to a study done by Mayberry *et al.* (1995:30) and Van Oostrum (1996:20), parents who home school their children are of diverse nature. Reich (2002) asserts that "left-wing unschoolers and right-wing religious fundamentalists" are not the only parents who home school their children. The Internet and modern technology make home schooling more accessible to the middle-of-the-road suburbanites. Home schooling parents are representative of almost every population group, gay parents, single parents and parents living in communities where it is their choice to home school their children. Most studies done on home schooling in the USA found that home schooling is

representative of mainly heterosexual, middle-class, white nuclear families often evangelical or fundamentalist Protestant Christians, well educated (the majority of them received tertiary education) and relatively wealthy (Common & MacMullen 1986:4; Griffith 1997:77; Johnston 2004: 11; Mayberry *et al*. 1995:30, 31). They are from all spheres of life. Parents are more likely to be in professional or technical employment and less likely in clerical, craft, sales, semi-skilled or unskilled occupations. Their careers vary between medical doctors, domestic workers, pensioners and lecturers at universities. Their children vary from the highly gifted to the mentally or physically disabled (Van Oostrum 1996:20).

Unemployed mothers usually conduct the home schooling programme. These mothers usually renounce a career and additional income in order to teach their children at home (Mayberry *et al*. 1995:33). Mayberry *et al*. (1995:34) suspect that parents who home school their children are in better positions than others to home school because of flexible work conditions, high levels of education and stable family incomes. This study also stated that home schooling is primarily a middle-class activity (Knowles, Marlow and Muchmore 1992:206; Mayberry *et al*. 1995:33).

Parents choose to home school their children for divergent reasons and they may have one or two decisive reasons for home schooling their children. According to literature, quality education (Jeub 1994:50; Cizek, in Cloud and Morse 2001:1; De Waal 2000:234; Louw 1992:39; *Rapport* 3 Augustus 1997; Van Galen 1991:71) and religious convictions seem to be the predominant reasons (Livni 2000; Marchant & MacDonald 1994:66; Mayberry *et al*. 1995:19; Van Schoor 1999:228; Wallace 1983:29). Other reasons will be discussed in more detail in paragraph 1.4.2.

Both parents will probably be directly involved with and responsible for the schooling of their children. Parents who home school their children are mostly "self-taught" but their skills, knowledge and attitude in home schooling could pose a problem. Whether parents are equipped for the job is a question only parents can answer.

Not only are home schooling parents of diverse nature, but so are the many home schooling curricula available (*vide* 3.11.2) as well as the different home schooling approaches that will best suit each child's learning style, their family situation and beliefs.

1.3.1 Teaching and learning approaches in home schooling

Home schooling curricula make it possible for parents to comply with their children's uniqueness.   Parents tend to be aware of their children's strengths and weaknesses and attempt to build a curriculum addressing these aspects of their children.   Home schooling curricula are also built around the learner's specific interests and the events in the life of their family.   Specific home schooling approaches are synonymous with certain curricula but parents can also change and adapt these to suit their children's needs and learning styles.

 The home schooling teaching and learning approaches are reflected in Table 1.1.

Table 1.1: Teaching and learning approaches in home schooling

HOME SCHOOLING APPROACH	STRENGHTS	FEATURES	CURRICULA FOLLOWING THIS APPROACH
The curricular approach	Easily assessed, comprehensive and systematic textbook studies.	Highly structured set of outcomes and aimed at mastery of content.	ACE (Accelerated Christian Education, Bob Jones, Brain Line, KenWeb, LeAmen, Moria and TCE (Theocentric Christian Education).
Unschooling	This approach encourages the learner to become a natural, self-motivated learner. Life itself is a "classroom".	Totally unstructured and informal. John Holt famous educator believes that learners' natural curiosity drives them to learn.	No specific curricula but interaction with real life, access to good books, trusts in the learner to learn, interaction with adults and formal academics only when the learner shows an interest.
Unit studies	All subjects are integrated, or related to the unit topic at the time. Gives a sense of cohesiveness.	Takes one theme or topic and explores and learns about it deeply. The OBE approach uses unit studies. Uses workbooks rather than textbooks.	Curriculum 2005, Konos (distributed by Oikos) and Moore Foundation products (distributed by Vibrant Lifestyle Institute).
Charlotte Mason (British educator (1842-1923)	Encourages the reading of whole books; fine arts, music and poetry; verbal and writing skills and self-motivated learning. Expose children to real living especially the outdoors.	Rejects traditional educational methods that depersonalised children and viewed them as containers to be filled with what she regarded as predigested bits of information and with inferior books. The emphasis is on real books, basic skills and real-life experiences.	Literature available on this approach at the Hout Bay Church International books suppliers.
The classical approach (Dorothy Sayers)	Value mental abilities and intellectual skills highly. Teaches a learner to think.	Tools of learning: The Trivium, which includes grammar, logic and rhetoric.	Not known if curricula of this nature are available in South Africa.
The Principles' approach	The emphasis is on principles of self-government and self-motivation, Christian history of America, and thinking and writing skills.	Attempts to restore America Christianity, knowledge of the history of Christianity to live according to Christian principles and spreading the gospel.	Mostly available in the USA but similar to curricula run in schools of Beweging vir Christelike Volkseie Onderwys (BCVO).

Adapted from Clarkson and Clarkson (1994); Johnston (2004); Van Oostrum and Van Oostrum (1997); Young (2002).

1.4   BACKGROUND TO THE PROBLEM AND PROBLEM STATEMENT

The home schooling abilities of parents are often a debatable issue. The question is often asked whether they should at least have a teaching qualification (Klicka 1995a:260). Johnson (2004:12) asserts that she learned more about home schooling than she ever learnt about teacher training. She is also of the opinion that home schooling parents do not need to know everything but learn with their children. A "self-taught" home schooling mother confesses that she was scared to teach her children at home when she started thirteen years earlier. She did not know how to teach a child to read and how to teach a child in general because she did not remember much of the mathematics, history or science she was taught at school.   She doubted her abilities as a home schooling mother (Wanagel 1995). Many home schooling parents feel that they might lack the education they so zealously wish for their children. It seems that this does not need to be such a concern for parents. Metts (1996:73) asserts that some parents with only a matriculation certificate are more successful in their home schooling task than he and his wife who are qualified teachers.

In many homes where both parents received tertiary education, children might find it hard to rise above the level of their parents' academic achievement (Robinson 1999b). Some parents feel that their academic education holds them back in their home schooling attempt because they have insufficient time to become the competent home school teachers they would like to be (Robinson 1999a). Even parents with doctoral degrees in mathematics and science can be inadequately educated in history, literature and other subjects. Many parents with tertiary qualifications did not receive training in simple calculus, a level of academic achievement usually easily attained and possible for most educated sixteen year-olds (Robinson 1999b).

It appears that the qualification of home schooling parents in South Africa is also a debatable issue. The question can be asked whether home schooling parents have the "right" skills to educate, support and facilitate their children with their learning, and also whether parents require guidance in this regard in the form of a home schooling training programme. One might add that this is not necessarily about new skills or abilities but rather about making better sense of the skills parents already possess, what needs to be

developed, integrated, and eventually focusing it more effectively in the home schooling of their children. The new policy on home schooling in South Africa expects parents to state their highest education achieved, emphasising the importance of parents being knowledgeable and appropriately "qualified" for this job (RSA 1996:3).

1.4.1 Policy on home schooling parents' facilitating duties

Although the new policy entitled the *South African School Act of 1996* (RSA 1996:31) on education enables parents to home school their children, certain aspects regarding this law appear to be confusing.

The new policy on home schooling does not question the parents' ability to educate their children directly, but section 51 (8) (a) (i) could be the reason why the Education Department might refuse parents registering as home schoolers. The section in the policy requires the following:

> "*To determine what would be in the best interest of the learner, the parent must declare the highest education standard achieved by him or her*" (RSA 1996:3).

Many parents are not concerned about their educational background and do not think it necessary to obtain a higher education degree or diploma to "qualify" in order to teach their children at home. The Education Department, in certain provinces however, has different viewpoints. In February 2000, various incidents regarding the registration of home schooling occurred in the Gauteng and Eastern Cape areas. Eastern Cape Education officials informed parents that their application for registration of their children might be refused because they are not qualified teachers. Some parents in the Eastern Cape, on the other hand, received registration in the past and are continuing to be registered despite the fact that they do not have teacher qualifications (Pestalozzi Trust 1999). There seems to be inconsistency on how policies are applied.

A home schooling mother from Pretoria was charged for not sending her son to school. The Gauteng Education Department stated that she did not apply to home school her child according to the new policy and that even if she did "*it was unlikely that it would have been granted as she does not have any teaching qualification*" (*Sunday Times* 6

February 2000). It appears that the Gauteng Education Department contradicts itself since they approved many applications by parents, who are not qualified teachers, (Pestalozzi Trust 1999) whiles refusing others, who are qualified. This type of inconsequential behaviour from the various provincial Education Departments will only lead to more confusion among home schoolers and department officials rather than solving problems.

Research (Durham 1996: 78; Klicka 1995a:8; Ray 2001) has shown that the education background of the parent, be it formal, qualified or unqualified, is not a prerequisite for educational success in home schooling. According to Klicka (1995b:19), the academic success of home schooling seems to be the individual instruction (one on one), tailored to the ability and needs of each child.   Therefore, learners respond more individually hence the absence of peers having a negative social influence.

Many home schooling parents feel that although they do not have a teaching qualification, they are qualified by virtue of the fact that they are the parents of the children they wish to teach (Le Cordeur 2001:3).

Le Cordeur (2001:3) argues as that "[w]e know them and have the greatest love and concern for them. We know their needs, their weaknesses and strengths, their likes and dislikes. Love, kindness, patience, understanding and compassion surpass degrees and diplomas".

Despite the love, concern and positive quality parents possess to home school their children, some parents find it difficult to home school their children. Circumstances often prevent at least one devoted parent in a family from giving a considerable part of his/her time to home school. The ideal home schooling situation requires at least one full-time parent to teach the children. Many families, however, find themselves in circumstances, that do not warrant this (Robinson 1999b).

Another aspect with which parents have to deal is the Education Department official concerned with home schooling. Some parents remain cautious and suspicious of government officials, public school teachers and members of the public in general, who usually question their abilities as home education parents. According to Mayberry *et al*.

(1995:17), co-operation between home school parents and public school officials is not easy. In Ames, Iowa, this does not seem to be the case (Terpstra 1994:57). The Iowa Legislature enacted a bill that set in place an unequalled option for Iowa's home schooling families. This option is dual enrolment. Dual enrolment enables home schoolers to participate in academic or instructional programmes, to participate in extracurricular activities, and to utilise the services and assistance offered by a public school in the district.

Provincialisation of the present national policy document on home education in the Free State is under discussion and has not yet been finalised and agreed upon by all parties. The parties involved are members of a task team, which includes educationists, teachers and Education Department officials. The absence of home schooling parents on the task team is apparent at this stage as it could be argued that all stakeholders involved should be granted the opportunity to sit on such a task team.

The present policy on the facilitating duties of the home schooling parent once they have registered their child(ren) for home education reads as follows (RSA 1996:31):

51. (1) A record of attendance must be kept.

(2) A portfolio of the work of a learner must be kept. Up-to-date records of progression of a learner must be maintained. A portfolio of the work of the learner with evidence of intervention and other education support given to the learner must be kept. Such records must be made available for inspection by a duly authorised official of the provincial department of education.

(3) The parent must keep evidence of continuous assessment of the learner's work, which reflects the learner's progress towards achieving the outcomes of the learning programme. Evidence must also be kept of assessment/examinations at the end of each year of home education and at the end of grades 3, 6 and 9 stating whether or not the outcomes for these grades have been achieved.

(4) The parent must keep all relevant assessment results for a period of three years for monitoring by the Head of Department.

(5) At the end of every phase, the parent should appoint an independent, suitable qualified person(s) approved by the Head of Department at the parent's own expense for the assessment of the learner's progress at the end of the phase that the learner is completing. A parent may approach a public school or a registered independent school for assistance in obtaining such services. The person(s) must submit a statement to the Head of Department confirming that the learner so assessed has indeed reached the required level.

(6) Should a learner be admitted to a public school or registered independent school, the parent must request the Head of Department in writing to terminate the learner's registration for home education.

Reaction from home schooling parents on the national policy on home schooling is one of concern. Leendert van Oostrum, also a home schooling father, commented as follows: *"The policy appears to be an ill-considered fruit salad of requirements thrown together from various parts of the world"* (Van Oostrum 1999).

Criticism against section 51 (1) where it states that parents must keep an attendance record is received as a "senseless measure". It appears that this measure was copied from a document according to which home schooling is administered in terms of laws initially meant for private schools (Van Oostrum 1999).

Despite the fact that some parents do not agree with certain policy aspects, they continue to educate their children at home for various reasons.

1.4.2 Reasons for home schooling

Children of all ages or grades can be home schooled (Young 2002:33, 43, 71). Parents who choose to home school, accept the full responsibility for taking this action. The decision to home school their children may stem from the needs and abilities of the children themselves or from the beliefs of the parents (Bendell 1994:162).

Reasons why parents decide to home school their children:

- It appears that the competitive and even cruel social environments fostered in some public schools disturb many parents. Some parents initially remove their children because they are miserable and unhappy in school (Jensen 1998).

- Robinson (1999d) expresses himself strongly regarding the situation in public schools. He articulates that public schools do not provide the examples or role models parents want for their children. Disrespect for family and parents, ignorance, lack of discipline and norms, bullying and disorder are not the types of behaviour to which one would expose children (Appleyard 2002:117). Moore and Moore in Klipsch (1995:48) describe formal education as pedagogically inflexible, developmentally unfitting and socially derogatory. Parents feel that it is their right to protect their children from becoming a statistic of moral or academic failure (Klicka 1995b:7).

- Parents feel that home schooling is the ideal way to impart their religious values in their children's values systems. The exclusion of religion from the public schools curriculum and the fact that many schools ignore or only partly pay attention to the teaching of basic moral values (Morrison 1993:447).

- Parents question the professionalisation and bureaucratisation of modern society, and specifically of modern education. In a study by Van Galen (1991:66, 72) the values and beliefs of parents fall into two categories namely, the parents who are ideologues and those who are pedagogues. Table 2.2 outlines the differences between these two groups of parents.

- Violence, racism, the lack of discipline and drug abuse increasingly causes parents to consider alternative ways to educate their children. Parents are also concerned about the content taught at public schools, which may be in conflict with the family's beliefs (Durham 1996:76, 79; Eloff-Vorster 2000:88).

- Some families are geographically isolated. Families in rural areas of the United States and families in Alaska home school their children because it makes practical sense due to limited resources and facilities for schools. Home schooling

also seems to be a solution to many missionary and military families and families, living in foreign countries (Marchant & MacDonald 1994:66).

- Some parents opt for home schooling after reading extensively on it while others are influenced by their friends who are also home schooling their children (Marchant & MacDonald 1994:66).

Parents are futher motivated to home school their children for the following reasons:

- Parents are concerned about the quality of their children's education and feel that academic standards are dropping (Cloud & Morse 2001; *Rapport* 6 April 1997). A shortage of/and insufficiently trained facilitators could be the reason for the drop in academic standards (Mayberry *et al.* 1995:48; *Volksblad* 24 April 1997, 25 Februarie, 5 Maart, 26 Maart 1998).

- Overcrowded classes and only one facilitator per class causes stress among the learners and the facilitator (Mayberry *et al.* 1995:48; Navorsingsinstituut vir Onderwysbeplanning (NIOB) 1998; *Volksblad* 21 Januarie 1998). Misconduct of some facilitators towards learners occurs daily. Problems at school, such as bullying, are the most common reason parents give for withdrawing their children from school (Bendell 1994:159; Durham 1996:76, 79).

- Parents want to be their children's sole educators. As one parent stated "Why should I let someone else have all the fun and joy of teaching my children?" Parents are confident that they can provide the special attention and care their children require in exceptional cases. These learners include learners with specific needs, learners with health problems, learning problems, the highly gifted and the physically disabled. Some parents also believe that younger children before the age of eight or ten are physically not prepared for the demands and pressures of public school. According to these parents, many of the children are not ready to learn to read. Staying at home helps them to read at their own developmental levels. Some parents are also of the opinion that children learn best when they decide for themselves what, when, and how they learn best (Booysen 2002:24; Morrison 1993:447; Van Oostrum 1996:20).

Several home schoolers such as Colfax and Colfax (1988:38) hold the view that home schooling is superior to other forms of education because parents have control over the learning content, timing, teaching and learning methods. With home schooling one is sure to produce the desired effect resulting in the enhancement of creativity, productivity and autonomy.

In the light of the above reasons, it appears inevitable that more and more parents are turning to home schooling as an alternative option. Whether parents are equipped for this task, irrespective of whether they are able and qualified to do so, does not seem to influence their decision at all.

1.4.3 Necessity of the research

The need for information on home schooling has become increasingly urgent (Archer 1999). Gregory Cizek, an education professor at the University of Toledo, (in Van Oostrum 1997:7 of 17) and Archer (1999) obtained information on research from articles published in the Home School Researcher in the early 1990s. This journal was devoted exclusively to home education. In this investigation researchers came to the following conclusions:

- When examining and surveying the research behind the articles and the authors of the articles, it was discovered that almost half the writers of the home schooling articles had never engaged in home schooling themselves.
- Many of the studies are isolated, one-time studies with an uncoordinated research agenda.
- Researchers are often not known to each other and their research on home schooling is either a first or a last study they have ever done on home schooling.
- Very little of the work was regarded as experimental in nature by scientific standards, or even partly experimental.
- Research on home schooling is applied and simply descriptive. It simply says what the state of affairs is.
- It is most often situated in a particular setting which results in the outcomes not being generalisable.

- Home schoolers are an independent group by nature and it is difficult to draw a truly representative sample because many of them prefer to remain anonymous. Others refuse to cooperate with researchers for fear that they may be exposed for ineffective practices.

Home schooling in South Africa has become an alternative way of education for many parents since the implementation of the Home Schooling Act (RSA 1996). Home schooling has also become a popular research topic among educationists. Recent research titles done in this field in South Africa includes the following:

- Van Oostrum (1997): Tuisonderwys: *'n didaktiese en etiese perspektief.*
- Brynard (1998): *Die implementeringsmoontlikhede van "Accelerated Christian Education" en Tuisonderrig in 'n Ondersteunde Opeleer-Onderwysmodel vir Suid-Afrikaanse Skole.*
- Van Schoor (1999): *Tuisonderrig in 'n post-apartheid Suid-Afrika.*
- De Waal (2000): *Tuisonderrig as 'n alternatiewe vorm van onderwysvoorsiening in Suid-Afrika.*
- Bester (2002): *Die effek van tuisskoling op die sosiale ontwikkeling en akademiese prestasie van die pre-adolessent.*

Articles on home schooling in South Africa are published in the media from time to time but lack of scientific knowledge, ignorance on the part of the public, public school teachers and government officials regarding home schooling often results in frequent attacks in the media. Both educational professionals and members of the public are unwilling to acknowledge home schooling. Educational textbooks, journals, television programmes, speeches and talks and those closely involved in education often ignore the topic of home schooling (Petrie 1995:285). The home schooling abilities of parents, socialisation and quality of education are often questionable issues.

However, research into home schooling issues and concerns has become inevitable because of the growing numbers of home schooling parents in South Africa. Researchers will have to become more actively involved with home schooling parents by becoming active participants in solving problems.

1.5   THE AIM OF THE STUDY

The primary aim of this research is to develop a training programme to support, assist, equip and empower parents who are home schooling their children. In an attempt to achieve this aim the study sought to address the following research questions:

1.   Do parents opting for home schooling have the necessary background, knowledge and skills to facilitate the teaching and learning of their children effectively? (*Vide* 1.4.1; 2.2; 2.5.2; 2.5.3; and 3.11.)

2.   Can parents differentiate aspects such as content, approaches, resources and suitable learning environments based on their children's readiness, interests and learning styles? (*Vide* 1.4.2; Table 2.1; 2.2.1.1; 2.2.2.3; 2.4.2; 2.4.4; 2.5.1; 2.5.3; 2.5.4; 3.5.2.1; 3.8.1.4; 3.11.3.)

3.   To what extent can the home schooling curricula providers, Education Departments and home schooling associations support parents in their home schooling tasks? (*Vide* 2.5.4; 3.11; 3.11.1; 6.2.9.9; 6.3.5.9iv; 6.3.7.3; 6.3.7.16; 6.3.9.10; 6.3.9.11i; 6.4.1.4; 6.4.1.11; 6.4.1.7; 6.4.3.1; and 6.4.3.6.)

4.   Which parent is primarily responsible for home schooling and what aspects need to be addressed in a training programme to help parents to develop or improve their home schooling abilities? (*Vide* 2.2; 2.2.2.2; 2.3.2; 2.5.2; 2.5.4; 4.7.3; and 4.9.)

5.   Are parents aware of the different roles they fulfil within the home schooling context? (*Vide* 2.2; 2.5; 3.9.1; 3.5; and 3.11.4.)

In an attempt to answer the above questions and to achieve the aim of this study, the following objectives were determined for this study:

1.   To help parents come to understand the importance to equip and empower themselves with the necessary skills, knowledge and background to succeed in their task as parents who home school their children (*vide* 2.5; 3.11; 6.3.5.7; 6.3.7.10; 6.4.1.3; 6.4.1.5; 6.4.1.16; and Appendix G).

2. To assist and guide the parent in co-operation with curriculum providers, Education Departments and home schooling associations to select a curriculum, resources and suitable learning environments based on their children's readiness, interests and learning styles (*vide* 3.11; 6.3.7.1; 6.3.9.1; 6.3.9.2; 6.3.6.4; 6.3.9.8; 6.4.1.4; 6.4.1.13; 6.4.1.16; and 6.4.3.1).

3. To propose certain recommendations of aspects to be addressed to home schooling associations, Education Departments and schools of education at institutions of higher education. These recommendations will hopefully contribute to an effective and supportive home schooling system in South Africa, based on sound didactical and pedagogical principles (*vide* 2.3; Table 3.1; 6.3.5.9iv; 6.3.7.3; 6.3.7.16; 6.3.9.19; 6.3.9.11i; 6.4.1.4; 6.4.1.11; 6.4.1.7; 6.4.3.1; and 7.5).

4. To address the needs of the parent primarily responsible for the home schooling by providing a handbook or training manual as an outcome of the research project which will serve as a guide for current parents and those who are planning to home school their children in South Africa (*vide* 6.3.5.5; 6.3.7.10; 6.4.1.8; 6.4.3.2; 6.4.3.3; and 6.4.3.4).

5. To raise awareness amongst parents of the different roles they have to fulfil in their home schooling capacity (*vide* 6.4.1.9; 6.4.1.10; 6.4.1.15; 6.4.3.2; 6.4.3.4; and 6.4.3.7).

The success of this programme will depend on the co-operation and participation of home schooling parents and their children, Education Department officials, home schooling associations, and the role-players involved in home education.

An overview of the research methodology adopted to obtain responses to the above research questions is discussed below.

1.6   RESEARCH METHODOLOGY

Collecting and gathering knowledge on the research topic remains one of the main activities of any research project. Various sources were consulted but the researcher attempted to obtain most recent information on the topic researched.

1.6.1 Literature overview

A thorough literature study of primary and secondary sources on home schooling was done to achieve the necessary objectives of the research. These sources include information on home schooling both internationally and locally. Government publications were consulted to keep up to date with the latest developments in this field.

Although some of the references date back a decade or more the opinions referred to, however, are those of the original authors and remain relevant for the purpose of this study. Therefore, the researcher deemed it necessary to include these, for example Mason (*vide* 2.2), Knowles *(vide* 3.5.1) and Kohlberg *(vide* 2.2.1.1), as relevant references in this study.

Articles on home schooling in popular magazines, for example, *Dit* (Februarie 2003:37), *Huisgenoot* (7 Februarie 2002:116-117), *Baba en Kleuter* (Februarie 2002:24-26); and *Rooi Rose* (19 Januarie 2000:88-89) were also taken into account for research purposes. Articles in these popular magazines feature views, experiences and opinions of parents currently home schooling their children in South Africa and in other parts of the world. Home schooling associations across South Africa supplied up to date developments and lists of home schooling parents. The Free State Department of Education supplied the researcher with address lists of parents who were registered with their local Education Department.

The Sasol Library at the University of the Free State, Bloemfontein did a thorough search to identify sources on home schooling. The Centre for Higher Education Studies and Development (CHESD) at the University of the Free State assisted in the search of relevant sources.

The following computer databases were consulted:
- Eric (Educational Information Centre).
- Kovsiecat.
- SABINET.

- S A Studies, Kovsidex.
- Internet (WWW – World Wide Web).
- NRF NEXUS-database (National Research Fund) on current and completed research in South Africa.

1.6.2 Research method and design

The qualitative and the quantitative methods of research were applied in this study with the purpose of producing a final product, highlighting the important contributions of both. Both methods provide a different lens through which to view data (Nau 1995:2). These methods were applied to obtain opinions and views of home schooling parents with regard to their home schooling experiences, perceptions and expectations. The strengths of these methods were used to provide a richer context for interpreting and validating the results.

The survey methods were based on qualitative interviews as well as a quantitative questionnaire. Qualitative research has many strengths and was applied in this study to generate and analyse data under investigation, and to involve and explore insights into the perceptions and expectations of all the participants in the research process. The more people involved in the research process, the more accurate the reflection of reality will be (Neuman 2003:139; *Teaching and Learning Series* 1997:19).

Triangulation describes multiple-data collection strategies designed to measure single concepts or constructs. Triangulation was applied in this study by using both qualitative and quantitative methods of research. Triangulation can take many forms but is a combination of two or more different research strategies in the study of the same empirical units (Hilton 2000; Wiersma 1995:263). With the interviews the researcher aimed to gain further insight into the needs home schooling parents have with regard to their home schooling and more specifically what they think should be included in a training programme for parents. The open-ended questions, which formed part of the questionnaire, were applied to elicit further responses from the home schooling parents that would not be revealed with selected response items (Wiersma 1995:181).

The purposes of applying a multi-method approach *(vide* 5.3.4) was applied to explore the nature of the home schooling parent as a parent, an adult learner (*vide* Chapters two and three) and a facilitator of learning which requires certain skills, attitudes and beliefs of parents in their unique home schooling environment. The requirements for developing a training programme for parents were investigated in Chapter four.

The questionnaires were mailed to home schoolers registered with the Free State Department of Education from whom an address list was obtained from the Free State Department of Education. The rights of the participants were respected and the following principles applied for their protection namely, informed consent and anonymity. A relationship of fairness, openness, caring, consideration and truth was important between the researcher and the participants (Smith 1990:260).

Conclusions were based primarily upon the responses to the questionnaires and the findings from the interviews. With the telephonic interviews the researcher applied the snowball sampling method where parents revealed the names of other home schooling parents who agreed to an interview (Gleshne & Peshkin 1992:27; Maykut & Morehouse 1994:57).

1.7   DELIMITATION OF THE FIELD OF STUDY

The researcher aimed to interact with home schooling parents on a regular basis. Research has shown that questionnaires do not always elicit the desired reaction from respondents therefore the researcher decided to follow-up with personal interviews to enhance the reliability of the research (Neuman 2003:285).

In this study, the focus is mainly on parents who home school their children in the Free State. Within the field of adult education, parents acquire knowledge and skills through a learning process. They develop themselves for the sole reason that study becomes a means whereby other more valuable goals can be achieved (Dekker & Lemmer 1993:285).

The home schooling parent is also a home schooling facilitator who wants to achieve outcomes in the teaching and learning of their children. In order to be successful, parents will have to acquire the necessary skills and knowledge to fulfil this role.

The design of a training programme is part of the process linking research, planning and action to effect change and improvement. The parents and the learners in collaboration with other role-players decide what to teach and learn, creating many of their own learning and reading material, collecting and organising information and jointly evaluating their progress (

Teaching and Learning Series 1997:25).

1.8   LIMITATIONS OF THE STUDY

It appears that many home schooling parents prefer to remain anonymous. This means operating their home schools "underground" (Western Cape Home Schooling Association (WCHSA 1998). It is extremely difficult to locate these parents. Reasons for anonymity:

- Fear of persecution by government officials.
- They simply do not want to participate in the research project.

Research on parents who home school their children seems to be limited primarily to those parents who registered their home school and developed a sense of trust and respect for the researchers.

Another limitation of this study could be that the majority of parents who responded to this questionnaire were registered with the Free State Department of Education. However, the researcher consulted the national study done by De Waal (2000) on home schooling in South Africa as an alternative form of education. Her results and findings in particular with regard to the reasons for home schooling, aspects regarding the qualifications of parents, the gender of the person who does the home schools primarily, the population groups, religion, the age group, and other aspects compared well with

the findings of this research. One could probably conclude that the sample used in this study is representative of the rest of the home schoolers in South Africa.

The majority of parents who participated is this research were registered with the Free State Department of Education whereas the majority of parents who participated in De Waal's (2000) study were members of the home schooling associations across the country, although many of them were registered at their local Education Departments.

1.9   CLARIFICATION OF TERMS

The following concepts are used throughout this study:

- **Andragogy/Andragoge**

Adult learning, also known as andragogy, is defined as "the art and science of helping adults learn" (Connor 1996:11). Andragogy is embedded in education as a discipline to describe the theories on adult learning. Home schooling parents are adult learners (andragoges) who plan and identify their own learning (*vide* Chapter three).

- **Curriculum**

The concept of curriculum literally means the route to follow in education. The word "curriculum" also means "any programme of activities" and derives from the Latin word "currerre", which means "to run" (Tulloch 1994:351; Tyler 2003:1).

- **Facilitation**

Facilitation involves creating an environment conducive to learning, experimentation, exploration and growth. Facilitation is a process of sharing, of giving and receiving (Rooth 1995:9).

- **Home schooling**

Home schooling is the term used throughout this study. This term is explained more clearly in the following definitions:

Lines (1999:2) defines home schooling as follows: *"Home schooling under direct oversight of parents is the education of school-aged children under their parents' general monitoring and it replaces full-time attendance at a campus".*

Klicka (1995b:1) postulates that home schooling is a school in the home where the committed teachers are the parents who probably sacrificed a career to personally provide an education for their children.

The Illinois Supreme Court defines a home school as: *"A place where instruction is imparted to the young..."* (Klicka 1995b:99).

In the context of this thesis, home schooling is the facilitation of teaching and learning of children in their own home by their parents.

- **Home schooling parents**

Parents who home school their children are referred to as home schooling parents, home schooling facilitators and home school parent-teachers throughout this study (*vide* 2.4.4, 2.5 and 2.6).

- **Nuclear family**

A nuclear family can be described as the ideal family, consisting of a mother, a father and one child or more children. According to Tulloch (1994:1039) a nuclear family is a "[c]ouple and their children, regarded as a basic social unit".

- **Pedagogue**

The word "pedagogue" is derived from the Greek noun "paidagogia" and literally means leading the young by the hand or accompaniment of the child ("pais" = child, "agein" = to lead) (Griessel & Oberholzer 1994:11; Stoker & Gerber 1997:73; Van Zyl 1973:120).

- **University of the Orange Free State/ University of the Free State**

The name of this university was changed from the University of the Orange Free State to the University of the Free State in 2002. All papers, publications, unpublished thesis's or dissertations, articles and the like, referred to in this study dating before 2002, will appear under the name of the University of the Orange Free State (UOFS). Thereafter, under the University of the Free State (UFS).

1.10 THE RESEARCH PLAN

In view of the problem statement and aims of this research study as explained in Chapter 1, the other chapters in this study will unfold as follows:

- The home schooling parent is first and foremost a parent. The active role of the parent in the teaching of their children is referred to in this chapter, since it remains an important part of the home schooling activities. It will, however, not be the main focus in this chapter. Chapter two focuses mainly on the parent as the first and possibly the only pedagogue, parenting skills and the home schooling parent as facilitator of learning. The mother is usually the person who is responsible for the home schooling of her children and she must be able to cope intellectually, physically and psychologically. A qualification in science, arts or communication does not necessarily equip a parent with the required skills and knowledge to facilitate teaching and learning effectively.
- Chapter three discusses the adult learner in general and more specifically the parent as adult learner. When parents decide to home school their children they become learners with their children. Parents also have to fulfil other roles in life besides that

of home schooling parent. Home schooling support, curricula and educator come to the fore. Parents require the necessary knowledge, skills and attitudes to home school their children effectively.

- In Chapter four the focus is on the important aspects to consider when designing a training programme for home schooling parents.

- A qualitative and quantitative research approach is followed in this study and will be discussed in Chapter five. A full discussion on qualitative and quantitative research and how this was applied specifically in this study will be explained in detail.

- The empirical study which included the quantitative and qualitative empirical research analyses of the questionnaire and the interviews will be presented in Chapter six.

- The last chapter will contain the summaries, conclusions and recommendations derived from the research in an attempt to cover the problem statement and aims of this study.

1.11 CONCLUSION

Children do not decide how they are going to be raised, because this decision is entirely up to the parents. Home schooling has become a way of life for many parents and their children in South Africa. Parents are personally involved, responsible and willing to sacrifice time and energy to teach their children in the best possible way. When parents decide to take this step, they and their children are usually aware of the fact that they do not know all the answers.

This chapter has discussed the main issues covered in this thesis. In view of the problem statement, the purpose and the research questions posed in this chapter, they provided background to the research into parents who home school their children. Various reasons why parents decide to home school their children, as well as criticism against home schooling were highlighted. Aspects with regard to the policy on home schooling were discussed. The research design and methodology showed the procedure undertaken by the researcher to conduct the research. Finally, the delimitation of the field of study and the limitations were indicated in this chapter.

The role of the parent as educator (pedagogue), as parent and as facilitator will unfold in the following chapter.

CHAPTER 2

THE ROLE OF THE PARENT AS HOME SCHOOL FACILITATOR

2.1   INTRODUCTION

In Chapter one the researcher introduced the objectives of this study, namely to assist parents who home school their children. In this chapter it is argued that the parent has certain roles to fulfil in the home schooling context. The role of the parent, being parent, home schooling parent and facilitator, is inseparable.   Parents are the first educators of their children and remain in that role for as long as they have the responsibility of preparing their children to reach their full potential in the society of the future. Home schooling parents are responsible for the education of their children and can be actively involved in the teaching of their children as well as in the facilitating of their children's learning in order to help their children reach their full potential as learners.   Parenting and the role of parents as facilitators of their children's learning will be the topics of discussion in this chapter. The different roles, however, are entwined and complex as proved by the fact that parents often express the sentiment that they have trouble in the regular exchanging of "hats".

2.2   PARENTING

Parents are responsible for the upbringing and education of their children. Being a mother and a father in the twenty-first century is very challenging.   Parents are the key role-players in the raising of their children, but the support and understanding of others in the community cannot be ignored and are supplementary to this task (Smith 1999:1).

Charlotte Mason (1842-1923) was an innovative educator who developed a unique approach to education. Mason's education method is one of the home schooling options parents can choose.   Her opinion on parenting is as follows:

"It is a great thing to be a parent: there is no promotion, no dignity, to compare with it. The parents of but one child may be cherishing what shall prove a blessing to the world. But then, entrusted with such a charge, they are not free to say, 'I may do as I will with mine own'" (Mason 1906:1).

In 1906 Mason wisely expressed what is emphasised and still valid today. More than ever, children's rights are violated as daily expressed in newspapers.   Children have rights and parents are not free to do with their children as they wish. Children born into a family deserve the right to be loved, nurtured and protected by their parents from a world they cannot survive in on their own.

The venture of parenthood is perhaps the most challenging undertaking we face as human beings. Parents are challenged to think about how they raise their children in a chaotic world. Violence, financial pressures, divorce, as well as inadequate childcare are but a few problems that can become unbearable for parents, no matter who they are or where they live.   A loving relationship between a parent and a child results in a healthy conscience and a commitment demonstrating compassion towards others.   When a child fails to achieve these outcomes, parents and their loved ones are put at risk (Smith 1999:1; Smith 2001:1).

In this chapter the various roles of the parent and the parent as home school facilitator will be discussed.

Figure 2.1: The various roles of the parent
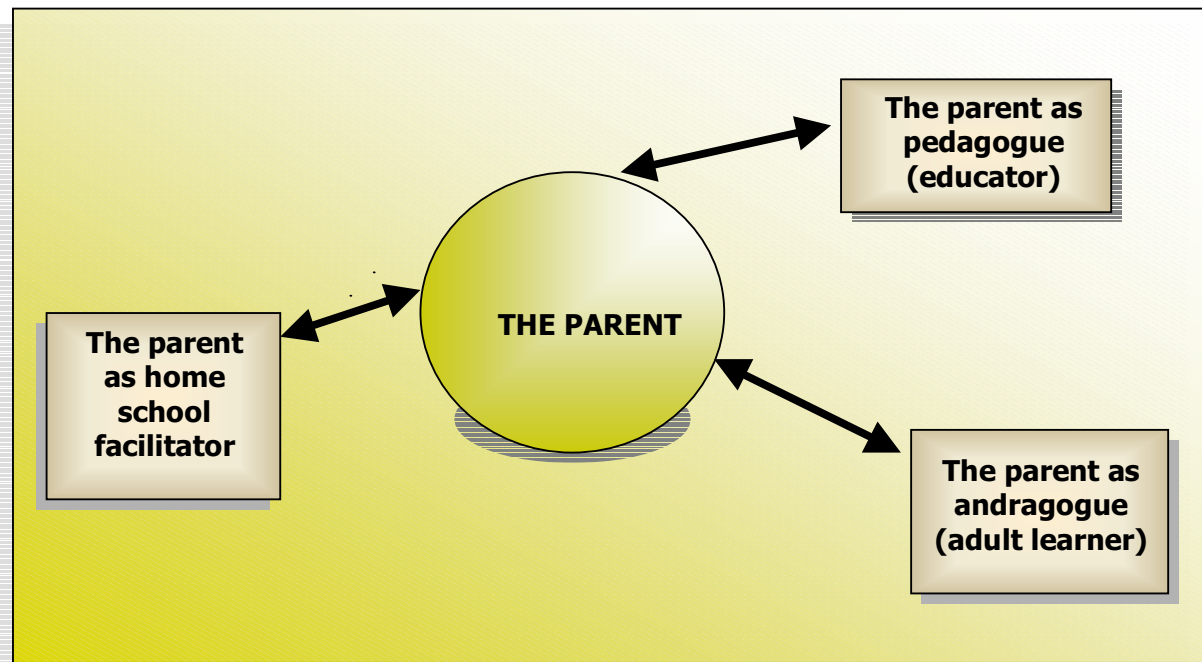
2.2.1 The concept of parenting

"Parents" is a widespread term usually referred to as a collective term, yet not everyone shares the same understanding of it. Some think of parents as "those entitled to educate", others think of parents as employees and, lastly, as parents who love and care for children and who foster all aspects of their child's development. Parents are people who provide their children with basic care, guidance, support, protection, and direction. A parent is furthermore a person from any race or ethnic groups and demonstrates all kinds of interests, skills and attitudes (Dekker 1993a:153). A parent can be married, single, heterosexual, homosexual, an uncle or an aunt, a grandparent, a guardian appointed by a court, a sister or a brother, an employee, a surrogate and a foster parent, or a group like in a community setting (Morrison 1993:440). One fact that cannot be emphasised enough is that parents remain the first teacher, mentor, coach and primary influence on their children's emotional, social and intellectual development (Dryden & Vos 1994:247; Goleman 1995:189).

Parenting can be challenging and is a skill acquired during the course of parenting. Parenting forms an integral part of the life of an adult. In this regard Dekker (1993a: 162,183) postulates that parenting has become a profession just like education and it is important to prepare parents for their role. Most parents want to be good parents and get their children off to a good start in life, but often they lack the knowledge of how children grow and develop (Dryden & Vos 1994:248).

Individual parents have their own parenting style that is unique to their particular personality characteristics and philosophies on how their children should be raised. Frazier (2000) mentions three basic parenting styles, namely the authoritative, authoritarian and the permissive styles. The authoritative style is the most favourable parenting style and entails the development and maintenance of a balance of a close relationship while simultaneously establishing structure and guidelines that are enforced when necessary. The outstanding characteristics of this approach are the warm and open relationship between the parent and the child; the trust that exists between them; and mutual respect. The next style, which is authoritarian, is mainly about controlling the behaviour of the children to meet the expectations of the parents. Because of the strictness and the requirement of unquestioned obedience, the child's development is hindered in certain ways. Discussions or explanations are offered, but are not open for exploration and interpretation. The last style is the permissive style and it is the opposite of the authoritarian style. Guidelines for behaviour appear to be absent or are very loosely constructed and not enforced. Parents tend to give in to their children's whims, which results in long-term negative consequences for the children as they do not learn self-control and respect for authority. These children also have a problem with the development of self-discipline and feel unloved and uncared for. They look to their peer group for standards of behaviour and often end up with a group whose standards are unacceptable.

Parents who home school will obviously have their unique parenting style and the authoritative style seems to fit in well with the home schooling situation. Home schooling requires organising and management of time, children who learn to be responsible and who help with household chores (Eaton 1995).

2.2.1.1 *Parents' involvement in their children's development*

Parents model and teach values, morals and socially accepted standards to their children. Moral development begins in the family. A close family gives children examples to learn from, people to identify with, traditions and values to uphold, and a support system to turn to in times of need (Lickona 2004). Parents teach their children honesty and trustworthiness by setting the example of honesty and trustworthiness. Kohlberg based his theories of moral development on the theories of Piaget and Dewey. They were of the opinion that human beings develop philosophically and psychologically in a progressive fashion (Granacher 1998).

Kohlberg (1971) classified the development of morality in the following stages as illustrated in Table 2.1:

Table 2.1: Kohlberg's stages of moral development

LEVEL	STAGE	SOCIAL ORIENTATION
Preconventional	**1**	People are told by authoritative figures - for example a parent, a teacher, and an employer or a minister how to behave in a socially accepted manner. A young child (age 1-5) will act in the right way to avoid punishment or the removal of acceptance or love.
	2	In contrast with what was said above, children (aged 5-10) rely more on pleasure or reward. The right behaviour, for example treating others right, can be to your advantage and in your own best interest.
Conventional	**3**	This level and stage fit children from over the age of 10 years to 16 years. Children are concerned with living up to the expectations of others. They do the right thing to gain the approval of the family, group or institution.
	4	The majority of people 16 years and older no longer conform to only family and friends, but also to society's laws and customs.
Postconventional	**5**	Kohlberg (1971) feels that most adults do not reach this stage and that only about 20-25% of today's adults reach this stage after their mid-twenties. There is justice through democracy and this calls for a genuine interest in the welfare of others and an understanding of social mutuality.
	6	This stage is based on respect of basic universal ethical principles such as justice, the rights of the individual and human dignity. They do not automatically correspond to the laws or standards of the society. The Golden Rule is to respect and care for every living thing, to accept that all are equal and deserve equal opportunities.

Adapted from Huxley (2004); Kohlberg (1971); Tucker-Ladd (1997).

Kohlberg (1971) received some criticism against these stages, for example that moral development is based on thinking and logic and not on caring for others. He further believed that morals were based on age and "wisdom" rather than real life experience and sympathetic identification with others. Kohlberg believed that people could only progress through these stages one stage at a time and stages could not be skipped. Tucker-Ladd (1997), in contrast, believes that children of three or four years old empathise with others and attempt to help them. He further reiterates that, to help and care for others do not require a Ph.D. level, but it requires feelings. The last point of criticism is that Kohlberg's stages of moral development are culturally biased, that the

focus is on the individual and not what is important for a moral community (Huxley 2004; Tucker-Ladd 1997).

Besides the moral development, parents are also involved in all other aspects of the child's growth like nourishing, protecting, leading, and guiding their lives through the course of development. The parent is constantly involved in a continuing series of day-to-day life interactions (McDermott-Murphy 1994). What children need from parents – and parents for themselves - are acceptance, nurturing, unconditional love, physical holding, praise of effort, affirmation of uniqueness, listening, time, challenge, positive talk, kindness, support, humour, positive firmness, advice upon request, compassion, belief in, emotional responsiveness, emotional expression, encouragement, fairness and apology when wrong (De Bhuinn 2001).

Home schooling parents are also involved in all aspects of their children's growing and developing and perhaps even more so. Like other parents, they too are aware that children thrive when nourished with positive attention. Parents must be efficient in ways of criticism and praise. Love, respecting them as persons and encouragement will most likely develop a high degree of self-worth (Johnston 2004:33). Parents must feel good about themselves and not feel guilty about the decisions they make; and parents who express the way they feel in an appropriate manner serve as a significant modeling experience for the child.

2.2.1.2 *A family mission statement*

The opinion of Covey (1994:138) is that families should draft a mission statement where all family members make their unique contributions. This contribution occurs in a spirit of mutual respect where they express their different viewpoints and jointly create something greater than any one individual in the family could do alone. Placing this statement on a wall where it is visible for every member of the family, the phrases are regularly read and reflected upon. They read about the deep love that exists in the home, about everybody's helpfulness, the order in the home, cooperation, meeting one another's needs, responsible independence, demonstrating interest in one another's

talents as well as developing their own talents and, last, giving voluntary service to others. This sets the criteria for establishing limits within which children and parents have options and choices of behaviour (Covey 1994:138).

Within the different roles parents have to fulfil in the home schooling environment, they require certain skills to be able, effective, competent and efficient parents. These skills seem to come more naturally for some parents than for others who have to make an effort to acquire the necessary skills they need to assist their children on the road to adulthood.

2.2.2 Parental skills

Each parent is a unique individual and really has only one characteristic in common with other parents, namely that of having children (Dekker 1993a:153). For parents who are regarded incompetent, training by professionals may be required to teach for example the running of a home, organising daily routine, how children can play responsibly, child development and the application of apt discipline (Campion 1995:37; Dekker 1993a:153).

2.2.2.1 *Parents as problem-solvers*

Parents are by nature problem-solvers. They gather many pieces of information, reflect upon them and then make a decision. Children need to experience their parents as people who can solve problems. Parents should be open to learning and development. They need to know that they can solve a problem through reasoning and the gathering of knowledge (Campion 1995:275; McCaleb 1994:109).

2.2.2.2 *Fit to be a parent*

Parents are considered as self-directed, independent and responsible adults. What one parent finds acceptable, another might not.   A parent can also be categorised as a good parent or a person who is not fit to be a parent or an effective parent (Campion

1995:vii). The concept "fitness" as opposed to "goodness" implies a selection criterion. This selection criterion must be met before parents qualify and are allowed to care for children. It seems that most people have knowledge with regard to what bad parenting is. Even well-intended parents are uncertain how to achieve acceptable standards of good parenting and whether they are getting it right or not, as well as to whom they should turn for advice (Campion 1995:vii, 2). All parents may experience unnecessary anguish and difficulty because of their inadequate preparation for parenthood. This anguish can destroy the self-confidence, self-respect, and thus the effectiveness of even the most conscientious and devoted "ordinary" parents.

2.2.2.3 *Modelling of emotional intelligence*

Emotional intelligence is currently a concept very much discussed and mentioned in psychological educational spheres. Parents can either be good or atrocious models (examples) of emotional intelligence. Parents themselves must have a good idea of the fundamentals of emotional intelligence in order to be effective examples of emotional intelligence (Goleman 1995:191). Studies have proved that the way parents treat their children, whether good or bad, can have deep and lasting consequences for the child's emotional development (Goleman 1995:190). Parents demonstrating emotional intelligence are of enormous benefit to their children, especially parents who are emotionally competent in their marriages. The way parents handle problems between themselves communicate important lessons to their children, who are keen learners.

Children need not be ashamed to show their feelings and parents must help them to handle their emotional problems. Spending time with parents and siblings creates closeness in relationships which encourages empathy. Goleman (1995:191) asserts further that parents who have a good grasp of the essential elements of emotional intelligence can help their children with the basics of emotional intelligence for example learning how to manage, recognise and harness their feelings; handling of feelings that arise in their relationships; and empathising. These children handle their emotions better, become upset less often and are biologically more relaxed (low levels of stress hormones). Children will also adapt better socially and are popular among their peers

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(Goleman 1995:192). Emotionally capable children also benefit cognitively. These children concentrate better in class and become more efficient in their learning (Goleman 1995:192). Covey (1994:188) describes this emotional training as making deposits into children's emotional bank accounts, while further emphasising that the withdrawals from this bank account should not exceed the deposits. Moral development, like emotional development, depends largely on the positive influence of parents.

Parents receive much advice and guidance from grandparents, other parents and various alternative sources, but eventually the final decision lies with them to decide in what way they will attempt and apply this task of parenting.

2.2.3 The changing context of parenting

Every new parent is aware of their shortcomings regarding parenthood and is aware that they can do with some advice and guidance from experienced parents, grandparents who had raised children, and parenting skills training programmes (*vide* 3.10.2). However, the questions to be asked are whether these people are available and around to hand out advice and if new parents are always susceptible to advice.

The concept of the family is undergoing radical redefinition and can be categorised into the following family types (Campion 1995:277; Morrison 1993:440):

- Nuclear families consist of a mother and a father, as well as their biological or adoptive children and are often called traditional families.

- Extended families lived in the same area with many children. Relatives, like grandparents supported one another with advice, while older brothers and sisters did babysitting of younger brothers and sisters or nieces and nephews. This situation has also deteriorated drastically in certain African cultures where grandparents had a great influence on the upbringing of their grandchildren, as well as on the teaching of traditions and cultural values.   Close family groups shared the burdens and joys of childrearing. The process of parenting did not seem very complicated, because

each family had an agreed upon set of values and raising children was a combined joint family effort. The parent's word was law and family values supported and maintained by the broader society. These parents did not experience the uncertainties of today's smaller nuclear families.

- Single parent families are more common with the increase in divorce rates. Some parents choose to be single parents through adoption and artificial insemination.

- Stepfamilies are families where there is one parent with children of their own and a spouse. When two people, each with children of their own, marry, they form blended, merged or reconstructed families. These families have his, her and their children.

- Foster parent families take care of children who are not their own. Social or welfare agencies usually screen parents before they place children with them.

- Homeless children often end up on the streets and the number of these children is growing.

In view of the above, it is important that parents, schools and the community are trained or made aware of how to lend support to the homeless, foster children and just in general where the need arises with regard to taking care of neglected children.

With regard to parental orientation at present, Dekker (1993a:162) postulates that parents must make a renewed effort to return to the traditional family and a new evaluation of family life that can contribute to the child's inner success and learning. The "traditional" family provides love and mutual aid, as well as acts as a buffer to human isolation. The love of a mother is the first agent in education; the person who guides the child's early and most influenceable years (Dekker 1993a:162; Dryden & Vos 1994:223; Mason 1906:2).

Parents have to be aware of constant changing demands and situations in recent times as well as the very important part that they have to fulfil in keeping up with these changes. Information literacy is a skill or an ability to access, understand, evaluate and apply information and parents need to acquire these skills to pass on to their children. Equally important is to filter out the unnecessary and biased information and join only the relevant information. The mastering of these skills at a very young age will enhance the quality of life as adults and simultaneously contribute to their children's information literacy by sharing their love for learning with them. Furthermore, they can set the example by always expanding their skills and knowledge and encouraging their children to follow their example. Parents can then help their children too by directing their natural curiosity through stimulating and enriching activities and by showing them how to locate and use information in various formats (Lorenzen 2003).

"Leading", "guiding", "facilitating" and "teaching" are common terms used in the education of children. Since the earliest times the most commonly accepted approach towards teaching and learning has been pedagogical in nature. Parents in general and - more specifically - home schooling parents are children's "first" pedagogues and they are dependent upon their parents' pedagogical skills, i.e. the art, science or profession of teaching for all their learning.

2.3 THE PEDAGOGUE

Since the birth of a child and, especially in infancy, the child will be dependent upon others. The child has a special relationship with those who educate him. The relationship between the educand-educator is a basic human relationship, but also a special kind of relationship. The pedagogue or the educator can be the father, mother, teacher, religious leader, uncle or other adults and the child is the educand. A unique feature of this relationship is that the mature/adult person in the relationship acts for and on behalf of, as well as in the present as well as the long term interests of the educand, who is immature and not in a position to know what is "necessary" and what is "possible" (Griessel & Oberholzer 1994:12).

2.3.1 The definition of a pedagogue

The word "pedagogue" is derived from the Greek noun "paidagogia" and literally means leading the young by the hand or accompaniment of the child (pais = child, agein = to lead) (Griessel & Oberholzer 1994:11; Stoker & Gerber 1997:73; Van Zyl 1973:120). Any contact or association between an adult (educator) and a not-yet-adult (educand) develops into a preformed pedagogic situation. This suggests that this association, at any given moment, transform into a pedagogic situation. The following example explains this situation more clearly. A mother and her child are walking in the park admiring the beautiful flowers when suddenly the child picks one. The mother reprimands the child and makes him/her aware that this behaviour is not appropriate in this particular context. The preformed pedagogic situation transformed into a pedagogic situation because the mother has given a value-judgement and has stated that the child should act differently. This transformation may be unassuming and even initiated by a question from the educand. Just as the beginning of the education situation may transpire from a specific relation and very unpredictable, so is the reaction (interference: approval or disapproval) from the educand unpredictable. This proves that the education situation shows no ready-made pattern. It is essential that the pedagogue will execute tasks as a calling and with great responsibility (Griessel & Oberholzer 1994:27; Stoker & Gerber 1997:73).

2.3.2 The home schooling parent as first and possibly the only pedagogue

The parent within the family context is the first educator (pedagogue) of the special skills, knowledge and values the child needs to acquire. Parents, even average parents, are the best educators for their children for at least the first eight to 10 years, or at least until their values are formed. Parents, especially mothers, are the most important teachers, socialising mediators, mentors and caregivers for children from birth to five years. The child, on the other hand, will be his own best educator and has to find his own niche in the world (Dryden & Vos 1994:222, 247; Griessel & Oberholzer 1994:40; Kirschner 1991:142; Leung 1998:2; Peterson & Cooper 1989:207).

Langeveld, the well-known pedagogue from the Netherlands, advocates "man is a being who educates, is educated and is dependent on education" and this in itself is one of man's most fundamental characteristics (Griessel & Oberholzer 1994:11; Van Zyl 1975:91). The child, however, is incapable of living and learning without the help from his fellow human being and the parents are in a good position to facilitate maximum learning in their children (Peterson & Cooper 1989:206; Van Zyl 1975:91).

According to Pestalozzi, (in Mason 1906:2; Van Zyl 1973:71) the Creator Himself qualifies the mother to become the most important person in the development of her child (Mason 1906:2; Van Zyl 1973:71). This task of education towards the development of the child must be executed with love. The mother is a ever-present being, a safe place, the safety of human relations, protection against the dangers of the world, and a place of tranquility. She furthermore, works closely with her children, knows them intimately and what their strengths and weaknesses are (Young 2002:25). This relationship between the mother and child is borne by the pathic (passive), a bond that develops long before the birth of the child. Although the child is unaware of it, the mother starts a dialogue with the unborn child from the moment she becomes aware of her pregnancy. The mother senses the need of the child naturally and educates the child without any specific acquired knowledge (Griessel & Oberholzer 1994:24, 29). Right next to the mother, the father also has a very important role to fulfil.

According to Griessel and Oberholzer (1994:25, 30), the father has a very special place and represents life as it is. A good father will make a tenacious effort to secure his own place in the world of the child, beside the mother. The father establishes the norms for adulthood and has to accept responsibility for introducing the child to his world as the world of adult norms. The child needs a father to look up to, as well as to trust and experience his support, power and manhood (Griessel & Oberholzer 1994:25, 30). A father who denies himself to be involved in the life of his child cuts himself off from an elemental, soul sustaining and vital relationship with his offspring (even in the case of an adopted child) (Wyatt 1996:1). Beets and Van den Bergh (in Griessel & Oberholzer 1994:29) emphasise that the father is a representation of the adult world to which the child aspires to go. The father is the carrier of knowledge of the outside world and, in

most cases, the person in the family who works away from home. He supplies content to knowledge and authority, which results in the trust that the child develops in his father. Initially the child has a stronger bond with the mother than with the father. The mother and child usually move around close to home, while with the father of the child ventures into the bigger world. The mother strives to keep the relationship between the child and the father as healthy as possible because she, as a mother, is unable to fulfil the fatherly needs of the child. The ideal situation is created when the mother and the father attempt to fulfil their roles in helping the child in such a way that any inadequacies on the mother's side will be supplemented by the father, and vice versa (Griessel & Oberholzer 1994:25).

The previously described situation is the ideal home schooling environment where both parents are very involved in the education of their children. Many fathers in the home schooling situations are becoming more involved. Klicka (2002:42) takes a firm Biblical stand when he states that the Bible clearly indicates what the fathers' responsibility must be. Ephesians 6:4 is one of the most important passages on childrearing where it directly addresses fathers. It says "Fathers, do not exasperate (provoke) your children; instead, bring them up in the training and instruction of the Lord" (*Life Application Study Bible New International Version* 1997:2140). Fathers need to be, not only involved, but committed and aware of their responsibilities in training their children in the Lord and in disciplining them (Klicka 2002:42).

In a study, of home education done by Van Galen at the University of North Carolina in 1986, the goal was to document the values and beliefs of parents who chose to teach their children at home and to analyse the social context within which those values and beliefs are created and maintained (Van Galen 1991:63). Van Galen categorised these home schooling parents as either "ideologues" or "pedagogues". This categorisation of parents within either group, however, is based upon the way the parents use to explain why they are home schooling and upon the values and beliefs underlying the parents' definition of their role in society and their descriptions of how they structure their children's education (Van Galen 1991:66). Table 2.1 distinguishes between parents as ideologues and pedagogues.

Table 2.2: Pedagogues and idealogues

PEDAGOGUES	IDEOLOGUES
1. Pedagogues choose to home school their children primarily for pedagogical reasons. Their criticisms against schools are that schools do not know how to teach. These parents have a broader interest in learning. The teaching and learning of their children are often independent, self-directed and individualistic. Parents encourage children to use resources at hand or available in the community, to initiate their own projects, and to work at their own pace. Parents believe in their children's natural creativity and curiosity.	1. They teach their children fundamentalist religious doctrine, conservative political and social perspective and traditional subject content. They do not agree with that which public schools teach and they strive to strengthen the relationship between them and their children. They teach their children (affectively and intellectually) that the most important institution in society is the family. They have specific values and beliefs and skills they want their children to learn. These parents pursued alternative education for their children even before learning about home schooling. They organise and plan their teaching almost entirely around workbooks, textbooks and after traditional schools.
2. Pedagogues usually have professional training in education as well as a friend or a relative who is an educator. They have read widely on education or child development. They are involved with organisations concerned with issues of childrearing. They believe they are competent to raise their children with minimal institutional support.	2. Ideologues are Christian fundamentalists [although not all the Christians in the study done by Van Galen (1991) are idealogues]. Idealogues believe they are fulfilling the plan God has for Christian parents and His specific plans for their families. They believe God has appointed them personally and therefore their qualifications to teach their children cannot be challenged.
3. Pedagogues place a very high value on personal independence. They view this independence as a way of claiming responsibility for their own lives within a society. Their aim is to provide an education environment that is unlike that of any school.	3. They do not negotiate their status in society or with school officials who seek to regulate or restrict home schooling.
4. Opposition from public educators do not appear as a threat to them and parents treat them in an almost condescending way.	4. Opposition to unregulated home schooling is understood as the manifestation of broader efforts to undermine the family and Christianity and the spreading of secular humanism and the erosion of traditional values.
5. Pedagogical parents view home schooling as a personal offshoot of their beliefs about learning and human nature. They question the professionalisation and bureaucratisation of modern society and specifically of present-day education.	5. Parents believe there are fundamental differences between the families and traditional educators. It is also important to these parents to maintain these differences.
6. Less like "school". Less structure, humanistic, pedagogical and liberal (Knowles *et al.* 1992:199).	6. More like "school". More structure, religion, ideological and conservative.

Adapted from Knowles *et al.* (1992:199); Van Galen (1991:66-76).

Table 2.2 provides a clear distinction of a pedagogical approach and an ideological approach to home schooling. For whatever reasons, approaches, methodologies and

philosophies home schooling parents choose to home school their children, they all have one thing in common and that is to facilitate home schooling. Facilitation requires support from the adult to help the child learn and take possession of the world in a confident and meaningful way.

2.4 THE CONCEPT OF FACILITATION

In South Africa in particular, people were for a long time subjected to the power of people in positions of authority, teachers and experts. Facilitation is a term used in the South African Outcomes-based Education (OBE) system. Since the implementation of OBE in South Africa, teachers have become facilitators of learning. Along with this new role of facilitator, teachers have needed to make a mind shift in the way they perceived themselves. The urgent need for facilitation became crucial because learners were always at the receiving end and mostly told what to do, as well as not being part of the teaching and learning process in many instances.

Facilitation is a natural process and the guiding of the group of learners flows from the needs of the group where accompaniment rather than directing occurs (Rees 1998:327). Rooth (1995:2) emphasises that facilitation entails a system of beliefs and attitudes.

In an OBE approach the emphasis is no longer on a passive, spoon-fed, *chalk and talk way* of teaching where the teacher is the centre of all learning, but on the learner who is now in the centre (learner-centred) of all learning (Kruger 1998:7, 20). It is a process where learners are gradually facilitated towards the achievement of outcomes through active learning experiences. The teacher is no longer a mere conveyer of knowledge but a facilitator of learning who brings about teaching and learning experiences to empower and lead learners to discover and construct knowledge on their own. The facilitator further assists learners to solve problems for themselves and by themselves and to develop co-operative and autonomous learning skills [Kruger 1998:20; Rooth 1995:3; (UOFS University of the Orange Free State) *s.a.*:10]. Eventually learners take responsibility for their own learning and learn to think critically, creatively and independently (Rooth 1995:9; Kruger 1998:9,111).

Home schooling parents are the main educators of their children and furthermore the facilitator of their children's learning [Clarkson & Clarkson 1994:13; Education Review Office (ERO) 1998]. The following definition provides more clarity regarding the concept of facilitation.

2.4.1 The definition of facilitation

Facilitation according to Rooth (1995:3) and Imel (1997) is not telling, lecturing or teaching the learners, but rather sharing responsibility with them to accomplish learning tasks. Furthermore, facilitation does not require of the teacher to direct or preach to the learners, but rather to ensure that the relevant resources and structures are available to enable learning, developing, exploring, and discovering to take place. Facilitation in a group situation expects of the facilitator to structure and manage the group to assist it in meeting its goal.   Differently stated, it means to simplify or make something less difficult or more easily achievable (Rees 1998:12; UOFS *s.a*:2).

For the home schooling parent to successfully fulfil the role of a facilitator of learning in a continual changing and developing world, takes constant and devoted practice to learn and apply facilitation skills and methods.

2.4.2 The generic roles of facilitators

Transforming from teacher to facilitator can be "fundamental and terribly difficult". This is the opinion of Malcolm Knowles as quoted by Neville (1999:393). Knowles refers to the higher education context, but home schooling parents tend to agree with his statement (*vide* 2.5.1).

Rees (1998:326) continues that facilitators will never be perfect, because no facilitation is truly perfect and, more importantly, that no facilitation needs to be perfect to be excellent. The facilitator can and must strive toward excellence, but never expect to achieve perfection, because more often than not something is left unsaid, undone or

discarded. To achieve an outcome or a goal is to have achieved a certain degree of excellence (Rees 1998:326).

Efficient facilitators not only display sensitivity towards what is happening to the learners, but also provide them with opportunities to stimulate their minds to act and make their own decisions, rather than relying on what the facilitator is doing. Learners must be able to think critically and to be creative. Facilitators expose themselves as dependable human beings with feelings, hopes, ambitions, insecurities, concerns, strengths and weaknesses and no longer as individuals who can hide behind the protective shield of authoritarians. Facilitators disengage themselves from an obligation to be known as experts who have mastered any given area of knowledge and join the learners sincerely as lifelong co-learners. Facilitators, like leaders, have a unique role to direct, inspire and structure participation among people so that creativity, productivity and ownership can develop. When Kolb (in Coffield, Moseley, Hall & Ecclestone 2004:47) discusses the implications of his research for training design he visualises four roles for the teacher, whom he prefers to call the "facilitator": communicator of information; guide or taskmaster; coach or helper; and role model. Finally, facilitators function primarily as routine mentors, facilitators of learning, interpreters and conveyors of the curriculum, role models and only secondary as a resource for content information (Kruger 1998:20; Maphumulo 2000:329; Neville 1999:393; Rees 1998:7, 312; Wessels & Van den Berg 1998:xxi; UOFS *s.a*:8). During facilitation learners have the opportunity to prove that they are learning by demonstrating that they have achieved outcomes based on given information. These roles are based on mutual trust, confidence, empathy and optimism (Wessels & Van Den Berg 1998: xxi).

Home schooling is a way of life and parents soon become aware of the high expectations placed on them as parents in their roles as home schooling facilitators. According to Young (2002:70), many home schooling parents fear the lack of knowledge, especially when their children reach their high school years. She further postulates that the role of home schooling parents is to facilitate their children's learning and not necessarily to teach them everything they need to know. Parents may consider learning the material themselves first. As motivated adults (*vide* 3.9.1 & 3.9.2), parents

learn quicker and with better understanding than when they were at school. This will enable parents to stay a little ahead of the home-schooled learner and to teach what they have learnt.   Parents may also hire a qualified teacher, exchange their teaching talents with other parents or use institutions that could help with specific subjects for example the Alliance Francais for French, Future Kids for computer literacy and Mathematics centers (Young 2002:71).

An efficient and competent facilitator should create an atmosphere of openness and trust in order to make learners feel comfortable and free to contribute and work creatively together.

2.4.3   The characteristics of effective facilitators

Facilitators can aspire to be the best facilitators they can be and, in order to adhere to these qualities, they portray certain characteristics. According to Rooth (1995:31), and Kruger (1998:90-96), facilitators should demonstrate genuine concern, sensitivity and understanding towards the motives, feelings, attitudes and the values of others. Facilitators show their basic confidence and faith in the learners' potential and provide a rich study environment conducive to the various learning styles of the learners. They will further see to it that experiential learning takes place within a suitable framework, structure and definition.   Significant activities and methods involving participants to actively extend themselves, to experiment, and to explore will be employed. The facilitator seldom passes knowledge on, but allows the participants to create, negotiate, test and reflect upon knowledge; in other words to become active participants in their own learning. Rooth (1995:31) postulates that the facilitator must allow the participants to exercise a choice whether to participate or not to participate and to share or not to share in a workshop situation. Facilitators encourage and support participation and demonstrate empathy and understanding at all times [(RSA DoE) Republic of South Africa, Department of Education 1997a:18]. Where teaching and learning occur, the facilitator will allow opportunities for action and reflection. An activity and an experience on its own is insufficient. Reflection forms part of both.

Home school facilitation can take place in a group context where parents have more than one child of different ages and abilities. Teaching and learning in a group context becomes a joint effort; democratic in commitment and outcome. Young (2002:71) mentions team learning which requires the parent to learn with the home school learner.

Some facilitators have certain skills intuitively at their disposal to assist them in the task at hand, but other qualities, strategies and skills might lack and need to be acquired through practice, observation, training, continuous re-evaluation and patience. These skills can then be applied in almost any area of life, for example at work, at home, in the community, with friends, and in almost all leadership and professional positions (Kruger 1998:89; Rees 1998:330; Rooth 1995:9).

2.4.4 Fundamental facilitation skills

Acquiring fundamental facilitation skills apply to all persons who have to fulfil the role of a facilitator. It seems apparent that home schoolers do no only require certain skills to home school their children, but need to have a change of attitude. A positive attitude and the setting of goals/outcomes will ensure a good start. The facilitator, who in the majority of cases is the mother, must learn about herself as much as she can, for example what she likes/dislikes and what frightens her. It is also important for her to keep in touch with herself as needs, attitudes, tastes and abilities change from time to time (Rees 1998:320).

The main task of a facilitator is to facilitate the learning of learners rather than to convey knowledge. Learners should be in control of their own learning. The facilitator assists learners to initiate their own further learning, examine their potential, and contemplate the options they have at their disposal. An effective facilitator needs to develop various qualities and strategies such as time management, role-play, and providing a non-threatening environment. Furthermore there are aspects like encouraging democracy, the setting of ground rules, encouraging reflection, giving clear instructions, using handouts productively, employing co-facilitators if needed, learning from experience and being semi-visible, which means not to be in the foreground

throughout the workshop (Rooth 1995:9). Facilitators should in the last place aim to help learners debate and analyse rather than to give them the facts. Problems should be posed as challenges and learners guided in the following of the steps of problem-solving (UOFS 1997:7).

According to Bennett (*s.a*:17); Kruger (1998:91-95); Rees (1998:300, 329); and the UOFS (1997:7) certain fundamental skills are required of a good, competent and efficient facilitator. Facilitators should be aware of their strengths and weaknesses and seek help and advice from other sources without hesitation. Sensitivity and empathy are important to view the world through the eyes of the learner. Active listening, communication, paraphrasing, clarifying and summarising skills are essential.

A good facilitator furthermore strives for excellence, cultivation of a professional outlook, and to keep up to date with changes in the world and in the teaching profession. Although learners can proceed on their own, the responsible facilitator will be present during activities. Humour does wonders for an unfriendly and hostile environment and warmth and patience give learners time and space to be themselves without pressure. Facilitators who organise, plan and remain focused will ensure success with the teaching and learning programme (Reich 2002:58). Facilitators are leaders on the sideline from where they nudge, suggest, wait, listen, ask questions, provide structure, probe and give feedback. To resolve conflict constructively is also an opportunity to improve communication, understanding, and development of problem-solving as well as critical thinking skills. It can furthermore assist with the adaptation of time schedules, how to be flexible, creative as well as resilient. These valuable skills will ensure success and eliminate rigidness.

The above fundamental skills may be some of the most important skills parents can aspire to acquire to become the best possible home schooling facilitators. Parents are acutely aware of their children's needs and interests and adapt their facilitation accordingly (Reich 2002:58).

2.5 PARENTS AS HOME SCHOOL FACILITATORS

An almost natural phenomenon for many parents, whether home schooling their children or not, is to teach their children basic skills before entering formal school. These skills often include very basic reading and numeracy skills. Important values imparted to these children are, for example, how to treat other people; basic good manners; how to be responsible; and how to be self-reliant. Traditions, heritage and culture are also passed down from generation to generation in this manner (McCaleb 1994:74).

Although the study by Van Galen (1991) as described in Table 2.2 appears to have captured the essence of reasons for and a glimpse of the type of parent who home schools, it still remains markedly difficult to give a typical sketch of parents who choose to home school their children (Bendell 1994:162). Home schooling parents are often stereotyped as odd, misled and probably downright irresponsible (Byfield 2001:1). This statement, however, is far from the truth according to Basham (2001:12), Senior Fellow for the Center for Representative Government at the Cato Institute. In Basham's study entitled *Home Schooling: From Extreme to Mainstream*, he concludes that home schooling parents are notably stable people and are flexible, adaptable and often improvise in their home schooling.

Home schoolers have a personal interest in educating their children in the best possible way. Le Cordeur (2001:4) expresses the opinion that home schooling is merely an extension of parenting. They are willing to give up their valuable time and energy, which many teachers do not have (Durham 1996:78). The success of home schoolers can be ascribed to the one-to-one facilitation and the curriculum tailored to the specific needs and abilities of each learner/child. Some parents who separate the roles of parent and home schooling parent experience trouble in keeping the two functions separate (Griffith 1997:59). Learners respond individually and are allowed to focus on what interests them. The teaching and learning are flexible, allowing the learner to excel at his special talents (Klicka 1995a:146, 147).

Viljoen (2001:1) asserts that "quitters never win and winners never quit". This means that the parent is responsible for preparing, teaching, learning and training their children to function, as emotionally mature adults, in an ever-changing world with the much-needed confidence and with a winning attitude. Parents need to ensure that their children are equipped with the required skills, through which they can develop their full potential, as well as to become productive workers and capable leaders in society. They need to encounter different kinds of experiences and become involved in various activities in an educational answerable manner. The experience can become a competency to help them solve problems in the future (Kruger 1998:20; Viljoen 2001:1).

Home schooling has no rigidly strict laid down rules with regard to the teaching and learning, therefore the role of the parent as facilitator also becomes very flexible.

2.5.1 A profile of the home school facilitator

As previously discussed, all parents initially have a crucial role to fulfil during the first years of a child's life. In home schooling, parents continue to be parents and - in addition to that - facilitators of their children's learning. Parents also act the part of fellow learners, supporters, an audience, collaborators, problem-solvers, partners, tutors, resource assistants and/or facilitators (Eloff-Vorster 2000:88). A few home schooling approaches lend themselves more strongly to facilitation than other approaches because they do not teach and they do not impose an inconsistent, artificial curriculum.

In many home schooling situations, parents are the facilitators of their children's learning because they let go of the external controls (rigid pre-structured way) of teaching. This means that the children become self-directed in their learning-rich environment provided by the parent (Young 2002:62). Shaw (2004), a home schooling parent, postulates that children's curiosity is never-ending, as they question and explore anything and everything. This curiosity furthermore allows for interest and interest turns into learning, whereafter the parent becomes a facilitator of learning rather than a teacher.

Parents do not need to "teach" as much as they need to observe their children; make the tools and resources with which to learn available; support them; be patient; be available for them and serve as resources and mentors. The "unschooling method" is one method where the child's current interest determines what he or she will learn (Hunt *s.a.*).

Home schoolers are not uncommon, hermits or peculiar. They are different in that they desire to raise their children with a far-reaching view of life and, for many, a Godly one. They are parents who are getting results and putting the heat on public schools. They choose intelligence, morality and family commitment instead of the present societal model of ignorance, moral corruption, and peer pressure. They want to be in close contact with their children throughout all their growing years and believe that home schooling helps to develop strong, healthy family ties (Cloud & Morse 2001:1; Ray 1998:2). Parents are the primary architects of their children's self-respect. They want to be the primary people to influence their children's lives. Parental nearness (a loving mother and father), parental supervision and encouragement, and the absence and criticism of peers result in children who radiate a higher degree of self-respect and confidence (Young 2001:1).

Holt (Franzosa 1991:122), a strong supporter of home schooling, is of the opinion that all parents who love and trust their children should home school them. Add motivation, involvement, commitment, concern and sensitivity and the result will be excellence in virtually every area of education. Home schoolers establish the foundation of human potential, leadership, and ability. They are persons of compassion, intelligence, skill, proficiency and self-reliance (Lyman 1998:32).

Mayberry *et al.* (1995:33) advocate that the typical home school parent-teachers are middle-class mothers who have completed several years of tertiary education. In the ideal home schooling circumstances at least one dedicated parent gives a large percentage of his or her time to the home schooling. Many families, however, find themselves in situations which do not always permit this (Robinson 1994:2). Most mothers and fathers can provide better security, longer continuity, absolute closeness,

warmer responses, more logical control, sharper instincts and more natural examples than the staff of the best pre-primary or nursery school. Many parents want to protect their children from uncontrollable consumerism and they want to offer their children a moral environment in which they learn deep-rooted and more significant values (Livni 2000; Reich 2002:58).

Parents are concerned about their children's moral health and character development. Most parents aim for moral excellence and feel responsible for the moral instruction of their children. Morality is "taught" when traditional beliefs, values, attitudes, responsibility and rights, heritage and basic culture are introduced with great determination and care. Parents can succeed when they select their children's curriculum meticulously, as well as when teaching and learning occur verbally where parents demonstrate by example and entwine the example with spiritual examples (Livni 2000:1; Ray 1998:1).

Contemporary home school parents range from the religiously conservative right to the moderate and liberal, humanistic left. In this sense they are considered ideologically polycentric (Knowles *et al.* 1992:206). Parents are ever-present and can detect an area of character weakness or emotional problems in their child (e.g. lack of joy, trust, patience, forgiveness, sadness, moodiness, etc.). This problem can be addressed immediately by beginning to stress the character trait that fills the child's need (Ballmann 1987:80).

The home schooling parent attempts to choose the best books, equipment and learning materials (curricula) available. They make sure the environment they provide is information rich. Wanagel (1995:5) explains that parents applaud, encourage and enjoy with their children, but that they seldom assign and rarely lead. The parent as a learning facilitator works with his child until the skill or knowledge is acquired (Clarkson & Clarkson 1994:13; Wanagel 1995:5).

Home schooling parents see discipline as an act of love and protection (Clarkson & Clarkson 1994:24). Home schoolers sacrifice their expectations, like a career, for the

sake of their children and along with this come the financial sacrifice and the willingness to live on a low income (Clarkson & Clarkson 1994:54).

Some home schooling parents try to be super home schoolers. Home schooling parents know that they spend precious time with their children; that their children are well educated; and that they do all the right, important and valuable things, for example taking their children to plays, ballets, museums, field trips, concerts, music and dance lessons, soccer and netball practice, etc. Although all the above-mentioned activities are important, this is apparently not what home schooled children want all the time. Newby (1995:1) admits that she really enjoys the time with her children, but that she occasionally falls into a trap of being… "*drum roll please… Super Mom*!". All this sounds well and fine, except the result of her attempt at being a "Super Mom" is that all of a sudden her kids become… "*another drum roll please… Super Brats*". She discovered that spending time with them just playing games, at times doing the less educational thing, running around less and not enforcing on them what she thinks is important all the time, makes them become loving, co-operative children.

Parents who home school their children are not only educators, facilitators of learning and parents, but are also persons with emotions, feelings and needs. Parents need to have introspection from time to time and adhere to their needs and feelings to remain the good and stable home school facilitator they aspire to be. The question the researcher would like to raise is whether it is possible for a parent to fulfil all these roles at once and whether it is so simple as to have all these skills without parents having received the necessary training and learning. Is it really possible for home schooling parents to reach all the expectations previously described in the profile of home schoolers or do they need guidance and encouragement in the form of a home schooling programme for parents?

2.5.2   Coping abilities of the parent as a home school facilitator

Those who are in the position of taking care of others are most often the ones who forget the importance of taking care of themselves.

Some home schooling parents can become terribly concerned and even have "panic attacks" about the way they home school their children. They sometimes have doubts about the way they assess and about other people who might think that they are not busy enough. Parents often have trouble in coping with their day-to-day activities. Reading about and listening to other home schooling parents can get them thinking and stressing about their children not measuring up in comparison with other home schoolers. Pushing themselves and their children to the limit can result in children as well as parents being stressed out (Griffith 1997:115, 182).

Adults need contact with other adults and should not isolate themselves. A lack of contact with other adults can lead to a lack of balance in one's life (Schabner 2002:2). Some home schooling parents feel lonely, trapped, and bored spending so much time at home alone with their children, no matter how much they love them. This sometimes results in mothers going back to work, not because they cannot afford to stay home, but because they find their homes isolating and they are afraid they will become very bored with only babies or young children to talk to all day long. Griffith (1997:197) suggests that parents have to think of ways not to feel or become isolated from the rest of the world. One can find interesting and stimulating work to do at home, rather than looking for it outside.

In most home schooling families mothers have to cope with family activities, routines and responsibilities, as well as with the home schooling curriculum. This can lead to parents experiencing emotionally, physically and intellectually burnout (Colfax & Colfax 1988:103; Griffith 1997:190; Mayberry *et al.* 1995:49). Burnout occurs when the usual optimism and energy are exhausted and the actual competency diminished (Rees 1998:317). According to certain parents (in Griffith 1997:190-192, 194), "home schooling burnout" seems to affect highly structured home schoolers and can occur because very small children are often extremely demanding and also when work becomes boring and unrewarding. Parents tend to overcommit themselves, work becomes boring and unrewarding, and sometimes they do not know when or how to say "no". Following curricula designed for classroom situations involves unnecessary work. Not slacking down or occasionally deviating from a strict home schooling routine causes

parents to become disorganised and exhausted. Meeting new people (other home schoolers) participating in sport, hobbies and other leisure activities is important to keep a healthy balance.

A great deal of home schooling is done by the mother and it is important that she must take care of her personal needs and have a clear perspective regarding the role and issues of being a home school mother. She must have a sense of her own strengths and vulnerabilities and must learn to direct her own development and growth as a home schooler. The home schooler must learn to recognise and deal with signs of stress on a continual basis and learn to take time out when necessary (Rees 1998:311, 324).

Whether parents are qualified to teach their children at home appears to be an issue of concern for many educationists, education officials, researchers and - occasionally - for parents themselves. The nature of the parents or their particular circumstances, or the nature of the individual child may be such that parents need extra support to enable them to cope with their situations (Campion 1995:37). Some parents might experience a lack of confidence if they do not have a teaching qualification.

2.5.3 The impact of a parent's qualifications regarding home schooling

The qualifications of home schooling parents are often a contentious issue. Critics of the home school movement question whether people who are not qualified teachers can be successful home schooling teachers. Some are of the opinion that home schooling should be taught by a qualified teacher. Others respond to such criticism by saying parents are literate persons: they read professional journals, many books, and draw strength from other home schooling parents' successes and failures. They furthermore attend home schooling support groups and follow the curriculum of the public school or a home schooling curriculum. Such parents agree that the parent is the child's first and best teacher (Morrison 1993:448).

A parent's qualification will not determine the outcomes of the child's academic achievements. Teaching experience appears to be inappropriate in the home schooling

situation for some parents who are qualified teachers. Parents can very easily equip themselves for their home schooling task. However, research studies have proved that there is no positive correlation between teacher qualifications and student performance (Klicka 1995b:131; Le Cordeur 2001:4). According to Jeub (1994:51), the assumption that parents who home school their children are not qualified to teach their own children, is based on a faulty definition of education. Some home schoolers who are qualified teachers even admit that they would be better off without the teaching experience because a qualification is not automatically an indication of skillfulness (Le Cordeur 2001:3). Wanagel (1995) defines it as follows: "... when I started home schooling I didn't know how to teach a child how to read. I still don't, but all nine of my home schooled children learned how to read anyway, badgering me and everyone else in the house for help until they could read as well as anyone".

Parents do not know everything and inadequate knowledge in certain subjects causes anxiety. Le Cordeur (2001:4), however, is of the opinion that this need not be the case. Parents possess common sense, maturity and experience to find the necessary information. Parents can set the example by researching subjects or topics they are not familiar with with their children. Every home schooling parent can intensify their children's ability to learn with the necessary motivation, interaction, enthusiasm teaching aids, opportunities and environment where children feel safe and secure (Clarkson & Clarkson 1994:16; Colfax & Colfax 1988:50; Le Cordeur 2001:4; Riemer 1994:53). Moore and Moore (1994:9) are of the opinion that if a parent can read with comprehension, write understandably, speak audibly and clearly, subtract, add, multiply and divide, love, and be responsive to their children, then they are qualified to be good teachers.

Home schooling appears to be a learning process for the child as well as the parent where both parties together seek information and solutions to problems. How much the parent knows about various subjects is apparently not the issue, but how much knowledge they have about a few subjects is of importance (Clarkson & Clarkson 1994:16). Commom and Macmullen (1986:7) elaborate further by asserting that parents argue that simply being a good parent qualifies them to home school their

children. Good parenting furthermore involves consistent responsiveness, as well as creating a happy and warm home environment where each child is a valued and responsible member, respected and depended upon.

It appears that many home schooling parents are of the opinion that the success of their home schooling does not depend on a qualification or the qualification they do not have. If everything seems so perfect and parents do not require any training or qualification to home school their children successfully, is there really a need for a facilitating programme on home schooling?

2.5.4 A training programme for home schooling parents

Would-be parents do not attend a school where they are taught, "how to be a parent". Parents truly learn about parenthood as they go along - a type of "in-service training" situation. Dryden and Vos (1994:93) figure that if they had to single out a group for priority education, especially for educational television, it would be parent education. Home schooling parents also do not attend a school on "how to be a good home schooling parent". Home schooling parents are not out there on their own, since various home schooling associations in South Africa can be reached for advice instantly via a telephone call, e-mail or a fax.

Abundant home schooling curricula locally and abroad have made it easy for parents to choose a curriculum that suits their particular situation. Workshops are presented regularly at various venues in the country during weekends. However, the following question needs to be asked: Is there a need for a training programme for parents who home school their children?

Many parents admit that starting a home school is usually a trial and error process (Codd 2004). They and their children learn as they go along. Novice home schoolers often utter the following words or exclamations:
- They express a feeling of being "[o]verwhelmed" (Szymanski 1995) after ordering a curriculum and workbook after workbook for a seven grader. This turns out to be

very boring for a child, let alone an adolescent. Pleading and begging the child to get back to work was part of the daily procedure until a visit to the local library, teacher supply store, bookshops and some creative thinking changed things for this mother and her learner child. For this mother the variety of learning materials available ended up being her key to the success of her home schooling programme.

- "I was like everyone else who thinks about trying it - scared. I didn't know how to teach a kid to read and I didn't remember much of the science or math or history I'd been taught, and what would the school officials do to us? I had my doubts". Starting out with a curriculum very similar to a school curriculum, standard textbooks and working their way through chapter by chapter the children lost interest after a while. The mother decided this was not the way for them to go and they ended up getting rid of the textbooks which were "the most stultifying, mind-deadening books in the world". Going to bookshops and the library seemed to get these children going and getting them interested in learning what they wanted to learn (Wanagel 1995:1).

Griffith (1997:70, 86) confirms what some parents experience: Parents usually search for a home school curriculum that works for their situation. Some start with a particular philosophy, methodology or technique, just to discover that it does not work for their children. Tools and methods must be tailored to the needs of the children, not the other way round. Parents often implement ideas they find most attractive, just to find after a while that they actually do not work at all.

Parents do what they have to do naturally in the process of leading their child on the road to adulthood and home school parents do what they feel is necessary to educate their children to the best of their ability, whether they are "qualified" or not. It is evident, however, that when parents decide to home school their children, it can take some time to get off the ground, especially with the experimenting of various curricula, trying out ideas that do not always work, and eventually ending up doing a combination of everything. A training programme to help parents get off to a good start with their home schooling can save them a great deal of time and energy, since some struggle for months and even years before they feel confident.

2.6   CONCLUSION

Parenting is probably one of the most daunting challenges adults undertake in their life time. Parents need to prepare for parenting, because, as their children's first educators (pedagogues), they are involved in all aspects of their children's growth and development. Providing children with a quality education suddenly gives parenting an additional dimension and home schooling parents are expected to acquire additional parenting skills. Whether parents need a qualification to successfully home school their children is often a strong point of criticism against home schooling and this aspect was also addressed in this chapter.

Some home schooling approaches (*vide* Table 1.1) lend themselves more strongly to facilitation than other methods because they do not enforce certain methods of teaching in an inconsistent and artificial manner.   The role of the parent as home school facilitator was also addressed in this chapter.   Within this context the parent is not necessarily the expert in a specific subject or issue, but rather a person who guides the learning of the home school learner and someone who further shares, assists and fosters responsibility with the learner.   Home schooling parents want to improve and/or acquire the necessary home schooling knowledge, understanding or skills, values, appreciation and attitudes, as well as identifying and solving of problems. Parents are in other words prepared to learn about home schooling.

In the light of the above, the parent who decides to become a home schooler simultaneously becomes an adult learner trying to keep up with constant scientific and technological developments, as well as the information explosion. This immediately places them in a category of adult learning. In this instance adult learning will probably take the form of informal education where learning will take place during the experiences gained by parents. In addition, the educative influences from other home schoolers, programmes and resources in their environments will also prove to be beneficial. Adult education is a very wide field and will be discussed in more general terms in Chapter three.

CHAPTER 3

THE HOME SCHOOLING PARENT AS ADULT LEARNER

3.1 INTRODUCTION

Adult learning, also known as andragogy, is defined as "the art and science of helping adults learn" (Connor 1996:11). Home schooling parents are adult learners who learn, but not necessarily in a formal structured educational context. They are involved in the process of identifying and planning their own learning as well as directing it in most instances. The learning of home schooling parents and other adults is further directly related to their experiences. Their readiness to learn depends on their unique and distinctive needs, abilities, characters, attitudes and motivation.

Home schooling parents become adult learners during their transition from ordinary parents to home schooling parents. They want to learn about techniques and methods for the practical application thereof in their home schooling situations. They may want to learn about techniques regarding home schooling which may include everything they need to know from lesson planning; developing curricula; to managing babies, children and teenagers. Adults also differ from children and adolescents in a number of ways that affect learning and, consequently, how they approach learning. In order to better understand the way adults learn, their way of learning are compared to the way children learn.

In this chapter then, the main discussion will revolve around who adult learners are, their characteristics; how they learn; their roles as adult learners; and, more specifically, the home schooling parent as adult learner. Various examples of parenting training programmes will also be addressed, as it was argued that knowledge of these programmes can assist the researcher in the development of a training programme for home schooling parents.

3.2 A GENERAL OVERVIEW OF THE ADULT LEARNER

Much controversy exists with regard to the definition of an adult learner. The most widely accepted definition of an "adult learner" comes from Chickering (in Cave, LaMaster & White 1998) who asserts that "an adult learner is an individual whose major role in life is something other than full-time student". This implies that adult learners are not full-time students, but have a variety of roles to fulfil in society. Apparently their learning has more to do with lifestyle than age. Long (1983:268) views the adult learner as someone over the age of 18 years, not currently enrolled in public school and beyond the normal compulsory school age. Adults are furthermore people who take responsibility for themselves and others and have accepted adult-related responsibilities such as marriage, parenthood and employment.

New knowledge doubles every five to seven years, which leads to the continuing of learning after traditional formal schooling to empower men and women with skills and knowledge regarding how to deal with change; as well as how to enhance cooperation in the workplace, the family and the community (Crawford 1994:23, 24; Holmes 1995:19; Knox 1993:1).

The adult learner is alternatively referred to as an Andragoge. Andragogy is the worldwide accepted term, embedded in education as a discipline to describe the theories on adult learning.

3.3 ADULT LEARNING

During the seventies Malcolm Knowles developed a theory of how adults learn. He called this theory "andragogy" with two discernable elements: First, the adult learner is someone with a great deal of experience and knowledge upon which to build and, second, adults embark on a learning experience with specific learning goals in mind (Lynch 2002:32). Campbell (1999) adds a psychological dimension to andragogy and asserts that as soon as adults take responsibility for their own lives, they become self-directing (andragogy) in their learning.

The cognitive constructivist learning philosophy or theory (Piaget) is but one of many adult-learning theories pioneered by Bartlett in 1932 and can be described as an internal (and interpretative) process of construction on the part of the learner. Knowledge is constructed and made meaningful through an individual's interactions and analyses of the environment. Constructivists emphasise the importance of real life learning activities, explaining how they know what they know as opposed to activities that have no real-world relationship. These real life learning activities may lead to the construction of new knowledge whereafter the newly acquired knowledge may be integrated with the adult's existing and past knowledge. This newly acquired knowledge may then be applied immediately or alternatively, at a later stage (Jadallah 2000:221; Mergel 1998). Other theories will briefly be discussed in paragraph 3.8.

Adults are usually motivated to learn by intrinsic or internal factors such as the need to help a child with research for an assignment or with homework which requires of a parent to spend time finding information through various sources. External or extrinsic factors require of a person to do what is expected of him, for example in a competitive business world where employers expect their employees to keep up with new knowledge as well as the increasing sophistication and influence of technology to earn their raise in salary (Lynch 2002:32).

The adult learner can be involved with one of the many facets of adult education. Adult education ranges from formal to informal as well as from very basic to higher education. The role of the adult as applied to the context of adult education will be discussed in the following paragraph.

3.4 ADULT EDUCATION

Adult education (AE) is the practice of teaching and educating adults. The many facets of adult education seem very difficult to define, because the difficulty is increased by the turmoil and abundance of terms used to describe the amount of facilities and activities that exist to meet the needs of adult learners.

In adult education age is a legal requirement for the legal and civil designation, as it relates to the compulsory schooling laws of a government. The student status can be part-time or full-time educational activities and their roles in life differentiate between individuals who are primarily students in contrast with other roles, for example. that of spouse, parent and employer (Long 1983:268).

3.4.1　The definition of adult education

Adult education is a form of an organised educational activity which aims to develop personalities and to provide the necessary knowledge and skills adults require in their different roles as adults (Dekker & Lemmer 1993:301). This definition implies that adult education can be everything that is not clearly and narrowly definable as time-limited, formal initial schooling and tertiary or post-secondary education and can take place anywhere, in any kind of building; can involve a variety of people; does not have a specific curriculum; and can be referred to as "staff development", "in-service-training" and "human resource development"' [NEPI (National Education Policy Investigation) 1993:3; Dekker1993b:301]. Adult education incorporates anything that expands individuals' understanding, set them going, and helps them to make their own decisions and to implement them. It includes training, stimulation, organisation and the mobilisation of the adult.

Adult education comprises an enormous section of educational activities in advanced industrial nations, often costing nearly as much as the total spending on formal initial education. The tendency in South Africa to classify adult education as all those activities considered not important, interesting or amenable to state policies or control, complicates a proper definition of adult education. Adult education is perceived as educational provision outside the traditional formal system of initial education, including vocational education and training, human resources development, and adult literacy and basic education. Adult education varies considerably and according to NEPI (1993:6-9) each type of adult education has its unique needs and requirements.

Home schooling parents are involved in their own unique type of "adult education". The learning needs and requirements of the home schooling parent do, however, correspond with some of the above-mentioned definitions, for example it can take place in any kind of building, anywhere, with various people involved, no specific curriculum and can be referred to as "development of home schooling parental skills" or "in-service-home schooling training". Evidently, home schooling parents are people who prefer not to be tied down to a set time limit. As previously mentioned (*vide* 3.3), they are self-directing and are involved in the process of identifying and planning their own learning. Learning takes place during or after teaching, or at any other convenient time. Learning material can incorporate anything that can expand and stimulate their minds and thinking. Adult learning/education of home schooling parents aim to help them make responsible decisions and implement them. Parents as adult learners do, however, also show similarities with all four types of adult education explained in the following paragraphs.

3.4.2   Aspects of adult education

Adult education aims to empower individuals and groups of adults to develop their abilities, enrich their knowledge, improve their technical or professional qualifications, and to ensure a change of attitude or behaviour. Consequently, this may lead to the adult's full personal development and participation in a balanced and independent social, economic and cultural environment (NEPI 1993:6). Adult education furthermore presents itself as an ethos, emphasising human dignity, liberal and radical political values, emancipation, equality, conscientisation and critical thought rather than a discipline or a set of theories (NEPI 1993:6). It further claims to be humanistic, radical, romantic rather than practical, and technical. Adult education also leans strongly towards community education that strongly influences decision-making over education and a high degree of responsibility for its provision (NEPI 1993:6). Non-formal adult learning, continuing learning and lifelong learning are the different types of learning adults usually engage in.

3.4.2.1 *Non-formal/informal adult learning*

Any non-formal or an informal type of adult learning is normally an activity that takes place outside the established formal learning setting of schools and higher education institutions. They are usually designed to serve targeted learning clienteles and specific learning objectives. Non-formal adult learning does allow people to move from formal to non-formal systems and vice versa. Learners do obtain a qualification other than a degree, certificate, or diploma from a formal education institution. Non-formal adult learning enables learners to move back into the formal system at appropriate levels. They grasp and acquire new knowledge, attitudes, values and ideas and integrate them with their existing knowledge. They also learn how to solve problems in an appropriate manner. This way of learning occurs during the daily experience and is a quick, cost-effective and a flexible way to educate people well, particularly in the workplace where they can also share costs with the corporate sector and non-governmental or people's organisations. Non-formal learning is further characterised by voluntary as opposed to compulsory participation. Learning also occurs informally through interaction with others, intentionally with helpers, tutors, and mentors, as well as unintentionally. Informal learning is measured by self-reported strategies for learning new things that do not necessarily include classes (Heimlich,F Diem & Farrel 1996; Morphet 1992:94; NEPI 1993:7:1; Strawn 2003).

3.4.2.2 *Continuing learning*

Continuing learning is a learning concept for educated people. This does not mean that it has no implication for the redistribution of education provision, compensation for past education inequalities, or social concern.

Continuing learning enhances the chances of the unemployed, poorly or inadequate uneducated young and marginalised people to have access to compensatory education (NEPI 1993:8). Continuing education proves to be a highly influential model in South Africa. This is observed in the parallel tracks of certificated skills-training and basic education in proposals coming from the Congress of South African Trade Unions

(COSATU) and in proposals for community college work presented by the Education Foundation and the Development Bank (NEPI 1993:8). Continuing education has become imperative in our rapidly changing world where information soon becomes obsolete and technology increasingly advanced.

3.4.2.3 *Lifelong learning*

Lifelong learning increasingly became both the mantle and the mantra of the late twentieth century education with the emphasis on economic issues that focused on human capital rather than social issues. It is a concept applicable to all and it will not be possible to escape the demands placed by an ever-changing world and knowledge explosion (Imel 2000:1).

Lifelong education considers education in its totality. This type of learning takes place at home, with the family, in the community, at the workplace, at school and during higher and further education and training (FET). It is furthermore learning that occurs during social and leisure activities, as well as through mass media, (NEPI 1993:9; Strawn 2003). Lifelong learning is a more extensive and visionary concept which includes formal, non-formal and informal learning, continued throughout the life of an individual to attain the fullest possible development in the personal, social and professional life [European Association for the Education of Adults (EAEA) 1999]. Beddie (2002) is of the opinion that lifelong learning is a process of active engagement with experience, in other words, that which people do when they are trying to make sense of the world. It can also be that they are busy increasing their knowledge, understanding, discovering how something works, deepening their values, or increasing their capacity to reflect. Effective learning will eventually lead to change, development and a need to learn more.

In the context of this study all the learning that children need to acquire on their way to developing autonomy and independence begins at home. A home schooling mother expressed herself in the following way: "Home schooling is a process, not a product. It's a process that never ends as long as our kids are still learning, and if we do it right,

they never stop learning, even after they've gone on to their own lives" (Griffith 1997:70).

In other words, parents as educators should "model" lifelong learning to their children. If parents do not become excited, concerned or convinced about the importance of learning throughout life, how can they expect their children to do so? Home schooling parents have opportunities to make a difference in their children's lives, making learning experiences fun and exciting. When parents talk about what interests them, their children will too. Some parents believe that children pursue their own interests at their own speed, resulting in children who become lifelong learners, continually pursuing their own knowledge (Chapman & Aspin 1997:181,183).

Campbell in Chapman and Aspin (1997:182) identifies several characteristics of the family, which encourage learning. Without the family's mutual support and aid in problem- solving, learning will not be successful. An active and not a passive lifestyle and regular contact with institutions or people outside the family, for example teachers, are other important characteristics for learning. Other agencies and organisations that can provide support with family learning include pre-schools groups, schools, local authority, adult and community education services, further education colleges, universities, community centres and projects, voluntary organisations, libraries, museums and arts centres, clubs and societies, religious and cultural organizations, and leisure services [National Institute of Adult Continuing Eduation (NIACE) 1995]. Family learning in other words is the way it is usually done in the home schooling situation.

Family learning may include a whole range of activities and programmes where parents, children, grandparents or other carers are involved in learning. At times it involves the adults and children learning together simultaneously, at other times different age groups meeting separately in order to learn and understand more about living with, communicating with, and taking care of one another. The NIACE (1995) identified the following five distinct aspects of family learning, namely informal learning within the family; learning about relationships and responsibilities and roles within the different stages of family life; members of the family learning together; learning how to

understand, take responsibility, and make decisions in relation to the wider society where the family is a foundation for citizenship; learning how to deal with agencies and organisations that serve or intrude upon families, such as health services, schools, social services, voluntary organisations and the criminal justice system. The process of learning, acquiring or empowering one with certain skills, knowledge and abilities throughout is an ongoing process which goes hand in hand with lifelong learning. In a home schooling family opportunities are created where families can learn new skills together, discover hidden talents and simultaneously have some fun together. Making learning fun can open people's minds to learning in such a way they previously thought impossible (NIACE 1995).

Parents as adult learners are unique and mature people who have the freedom to choose what they want to learn; how they want to learn; and when and where they want to learn. What they learn usually depends on their individual needs, interests and learning skills. Their learning usually takes place in their own homes where they have the freedom to manage their own time and where learning occurs during their daily experiences. Adult learners are distinguished from other learners like teenagers and children by their exceptional and unique characteristics and experiences.

3.5   THE CHARACTERISTICS OF THE ADULT LEARNER

As already implied, adult learners are people who have accumulated a variety of experiences throughout their lives and who are intensely influenced by these past experiences, their present concerns and their future prospects (Clifford & Kerfoot 1992:173). These experiences include specialised and general knowledge, skills and experiences. Adult learners are independent, self-directed mature individuals, which means that they undertake to learn something on their own (Knowles 1980b:96). They have a tendency toward autonomy, are a rich untapped learning resource and want to be guided through their own knowledge rather than being supplied with the facts. Learning happens more efficiently by experiential methods of education, while adults prefer their learning to be problem-based and discussion-orientated. Their experiences strengthen them mentally to deal with the problems and events that they encounter in

their daily lives and work and they take personal responsibility for their learning [Avis 1995:173; Clifford & Kerfoot 1992:173; Newman & Peile 2002:203; Nebraska Institute for the Study of Adult Learning (NISAL) 1999a; 1999b; Zemke & Zemke 1984:3]. From the above one can thus conclude that adults have their own unique way of learning and that they are influenced by their past learning experiences, their present concerns and future possibilities. However, home schooling parents are very much involved with their present situation with the prospects of educating a child who will become a well-balanced adult in society.

3.5.1 Adult versus child learning

Andragogical (adult) learning differs from pedagogical (child) learning because, for one reason, parents are often motivated to learn by an urgent desire to solve immediate problems they are experiencing in their lives. Home schooling parents are responsible for the education of their children and therefore engage in learning activities themselves to ensure that their children are learning and receiving the quality education they so earnestly want for them.

The pedagogical model was the only model of assumptions about learners and learning in existence for many centuries. Therefore, all education was based on it. But, around the middle of the century, discoveries were made that there was a possibility for another model. This model evolved from doing research-based knowledge about adults as learners and it became known as the angragogical model (Knowles 1980a).

In the following Table 3.1 some of these differences between the way adults (parents) learn and the way children learn are highlighted.

Table 3.1: Differences between andragogical and pedagogical learning

	ANDRAGOGICAL	PEDAGOGICAL
The learner	Adult learners are mostly self-directed or self-reliant and responsible for their own learning, material support and life management. Self-evaluation of learning is typical of adult education and they are therefore active learners. They are also interdependent in the system in which they operate.	Learners rely upon an educator/facilitator/instructor /adults for all their learning, material and psychological support. To a large degree, adults dictate to their children. The instructor/educator is mainly responsible for the evaluation of learning and learners are mostly passive. Children are also inter-dependent in the system in which they operate.
Experience, age and background of the learner	Adults are independent and different from one another. Adult learning groups usually consist of persons of different ages, education/training levels and backgrounds. Adult learners have a rich resource of experiences which they can relate to new learning and apply to achieve success as parents and workers. They also serve as a knowledgeable resource to other learners and instructors.	Learners are children and as a group, very much alike within an educational setting. They are more or less the same age and often from similar socio-economic backgrounds. Learners are dependent on the educator and have a limited experience base. The experience of the educator is most influential.
Readiness to learn	Adults' readiness to learn stem from the need to know to perform more effectively in some roles as parents, workers, spouses and coping with life's changes (divorce, death of a loved one, losing a job and retirement). Adults possess the ability to assess the gaps between where they are now and where they need to be as well as what is important and valuable to learn to contribute to their own development.	Learners' readiness to learn is linked to both biological and academic development. Adults, usually tell these learners, to a large degree, what is important to learn in order to advance to the next level of mastery.
Motivation for learning	Adult learners are often internally motivated by the potential for feelings of self-esteem, better quality of life, recognition, self-confidence, self-actualisation and achievement.	Learners are often externally motivated by the promise of good grades or the consequences of failures and praise from parents and teachers.
Orientation to learning	Adults are concerned with the immediate applicability of learning, for example how to perform a task and live in a more satisfying way, as well as how to solve a problem. Learning is related to life/work situations rather than subject matter. Adults learn slower than children, but usually just as well. Adults are not very open to information that contradicts their beliefs and are more likely to reject it.	During the learning process certain subject matter is acquired. The curriculum is organised by subjects. Learning will be useful in their long-term future. Learners learn quickly and are generally open to new information and to adjust their views.

Adapted from Cave, LaMaster and White (1998); Jackson (1998); Knowles (1980a); Mihall and Belletti (1999); Shaw (2004); St. Clair (2002).

Home schooling parents as adult learners learn in an interdependent, related and collaborated way as well as in an independent and self-reliant way. They can also be categorised as interdependent learners because they continue to ask questions, seek input, and share common interests and opinions and evaluations. They furthermore

share insights and information with their children, other home schooling parents, as well as other adults and peers, whereas children again share their insights and information with their parents, siblings and peers (other home schooling learners) (Brooksfield 1995). The children in this home schooling system are also interdependent, but in a more reliant and dependent way (*vide* Table 3.1). Parents as lifelong learners (*vide* 3.4.2.3) model this example to their children so that they will also become responsible, self-directed, self-regulated and interdependent lifelong learners (Du Toit 1999:299).

3.5.2 Adult learning styles

As referred to in Table 3.1, with adult learning the emphasis is very much on the experience of the adult. Experiences, however, can hinder learning where learning is slow and difficult. Adults are aware of the unique learning needs in their lives by experiencing real active life tasks and problems (Newman & Peile 2002:203). These real life experiences or learning by doing is called experiential learning. The basis of the opposing effects of adult experiences lies in the connections between the sets of rules that adults have internalised and the new information that they are trying to work with, or the problems they are trying to solve. If their rules comply with what they are trying to do, then it will be easy to understand new learning material and to incorporate it with their prior knowledge. In this case, they can expand on their supply of rules and continue to utilise their well-established day-to-day knowledge. The various styles in which adults learn can be described in the light of the experiential learning cycle of Kolb.

3.5.2.1 *The experiential learning cycle of Kolb*

Kolb's learning style theory articulates the need for learning to be grounded in experience, being active in learning, and to interact with the environment. Kolb's experiential learning theory involves a continuous cyclical process characterised by four different learning styles with two dimensions as illustrated in Figure 3.1:

Figure 3.1:   Kolb's experiential learning style

Concrete experience (sensing/feeling)

Concrete active "What if?" (Accomoda-tor)

Concrete reflective "Why?" (Diverger)

Active experimentation (doing/planning)

Reflective observation (review and watching)

Abstract active "How?" (Converger)

Abstract re-flective. "What?" (Assimilator)

Abstract conceptualisation (thinking/ concluding)
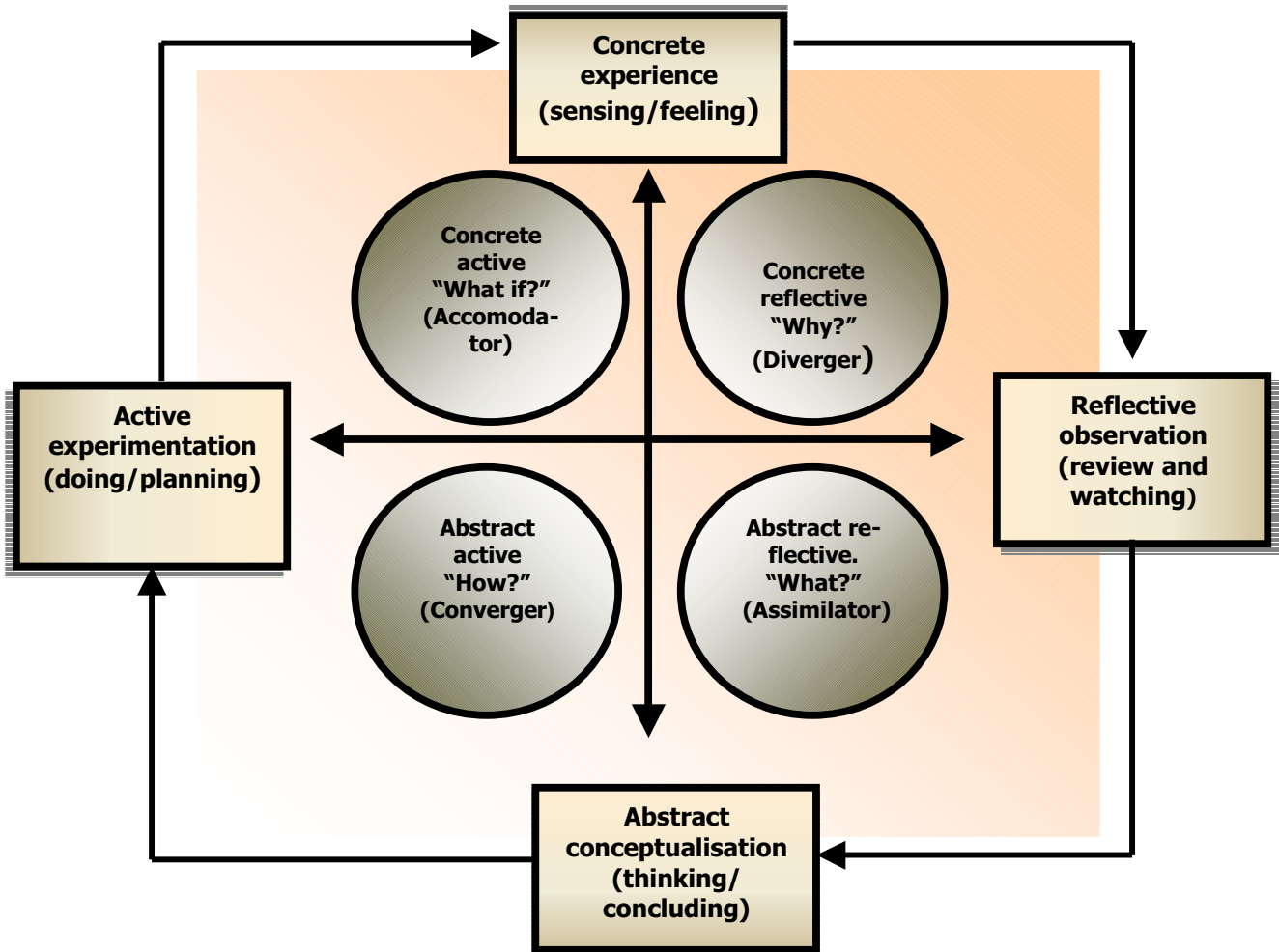
Adapted from Clark (2000); Kolb, Rubin and Osland (1995); Shiue (2002-2003:397, 34).

The potential for learning to learn requires a special kind of self-knowledge, namely knowing the way in which you are learning. Adults, like children, develop through various learning experiences a preference for a particular style. Kolb developed the Experiential Learning Style Inventory, which involves a continuous cyclical process for determining which of the four learning styles (i.e. Diverger, Assimilator, Converger, or Accommodator) was most descriptive of an individual's learning preferences (Shiue 2002-2003:397).

This cycle during which learning never ends, recognises two axes showing the poles around which learning takes place (Clark 2000; Kolb, Rubin & Osland 1995; Shiue 2002-2003:397, 34).

- The one axe extends from the concrete experience and reflective observation experience (Diverger) to abstract conseptualisation and reflective observation (Assimilator).

With the Diverger's learning style the learners look at the whole (gestalt), rather than the parts. They prefer to take some time to reflect on their experiences in a critical, imaginative and selective way. From a trainer's point of view they would apply brainstorming techniques, expert interpretation, and judge performance by external criteria. They are people persons, interested in the emotional element and are influenced by peers. This learning style is more characteristic of individuals from the humanities and liberal arts backgrounds.

Assimilators are goal-setters and systematic planners. Their strength lies in their ability to understand a theory and from there their interest in abstract concepts rather than the practical applications of knowledge. They are often found in research and planning departments rather than among people. The learning style of the Assimilator is characteristic of basic science and mathematics.

- The other axe extends from the abstract conceptualisation and active experimentation (Converger) to the concrete experience and active experimentation (Accommodator).

Convergers are self-directed autonomous learners and their strength lies in the practical application of the idea or a skill. They are relatively unemotional and would rather deal with things than with people. They are also goal-setting people as well as systematic planners. Convergers tend to have a narrow technical interest and quite often specialise in physical sciences.

Accommodators are adaptive learners because they excel in adapting to specific immediate circumstances. They are at ease with people, but are sometimes perceived as pushy and impatient. This learners' strength lies in doing things and involving themselves in new experiences. Accommodators tend to solve problems intuitively, relying on other people for information. The learning style of the Accommodator is typical of adults in marketing and sales with an educational background in technical or practical fields.

Learners of all ages learn from all these experiences, but one of the latter will be a person's special unique way of learning. The ideal situation or learning environment will be where all these four processes are included. Parents as adult learners' cycle might for example begin with their personal involvement through concrete experiences; following with the learners reflecting on their experiences; looking for meaning. At this point they apply the meaning to form a logical conclusion and finally the learner experiments with similar problems, which result in new concrete experiences. The learners can begin this learning cycle at any one of the four points when they start with new and different experiences.

Parents as adult learners are very involved with the "experience of home schooling" and Louw (2003:2) is of the opinion that home schooling parents must "pause" before they embark on their home schooling experience, for their children's as well as their own sake. This implies that adults must engage in an ongoing and continuous learning process where they can learn about education. Parents should not just start with home schooling, but give themselves time to gain knowledge, read books and equip themselves with skills for this task (Louw 2003:2).

Adult learners have a reason for learning, are conscientious and competent in their learning, are "performance-centred" and practical in their approach to learning *(vide* Table 3.1). Learning must be of value to them as they aspire to apply newly acquired skills or knowledge to their present circumstances (Lieb 2002:1; NISAL 1999a; 1999b).

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3.5.3 Adult learning and life mission

The word "mission" in the context of adult learning can be defined as the set of assumptions that adults hold about their lives, purpose, and reason for being or what they do in life. "Mission" can also be viewed as something based in the spirit. The word "mission" comes from the Latin word "mission", which means "to send" (Kroth & Boverie 2000:135). Kroth and Boverie (2000:135,143) further stress the importance of the relationship between adult learning and life mission. The adult learner who has a strong and focused life mission is the person who is more self-directed. This life mission seems to direct and lie at the heart of adult action, to motivate them and influence their choices of what to learn, even if it is hidden. A source of mission may also be social. An adult's mission tends to be embodied in a social role: mother father, son of a lawyer, daughter of a politician, Anglican or Socialist, for example, and society expects people from certain backgrounds to act in certain ways. Figure 3.2 demonstrates how a hidden mission unknowingly influences learning choices and the motivation to learn, similar to the way a mission - which one is aware of - does.

Figure 3.2: Hidden mission and learning

LIFE MISSION   **SELF-DIRECTED LEARNING**

Refocused mission

> **Working mission**
>
> > Core mission
> > Hidden or
> > Known purposes

(D)

**Refocused learning
To fulfil purpose**

> Learning choices
> and motivation to
> learn to fulfil
> purpose

(E)

Learning choices

Level of motivation

Reinforces

**Revise/confirm
assumptions
about purposes,
parenthood,
college, work,
culture**

(C)

**Assumptions
about life's
purposes
challenged
unspoken or
spoken)**

(B)

**New or revised
life role or event**

(A)

Adapted from Krothe and Boverie (2000).

The conditions that lead to transformative learning begin with an event that happens to change an adult's life or life role. It can also happen because of an adult's education experience. What happens next is that the assumptions about life purposes are examined, either tacitly or explicitly (spoken or unspoken). Then these assumptions are validated or revised, which leads to a refocused or similar core or working mission. This life mission that adults have may be clear or hidden and, furthermore, provide a source of self-direction for learning choices and motivation. When the mission is revised, so is the adult learner's self-direction.

Adults base their choices about what they want to learn on their purposes. When adults do not know or fully understand what their personal mission is, their learning will be left to chance or to what the environment dictates (Krothe & Boverie 2000:143). Figure 3.2 correlates well with the characteristics of the andragogue depicted in Table 3.1.

An adult's mission can come from three different sources. The first one is that every life purpose on the face of this earth begins with a biological mission, which is the basic instinct to survive. A mission can, in the second place, come as a call from the spirit, for example a calling from God to do missionary work and, last, a mission can develop from what society expects from an adult. The expectations from society can be different, based on whether the adult is rich or poor, urban or rural, male or female, conservative or liberal. Questions such as "Who am I?" and "Why am I?" are questions that adults ask themselves on their lives' journey. Answers to these questions help them to determine who they are; what their purpose and outcomes in life are; as well as what their vocation or calling in life is. It is furthermore very important that learning contributes to their own growth and development (Krothe & Boverie 2000:136; Mercer & Seybold 2000). A question home schooling parents might ask themselves is: "What do I want for my children and what is my contribution towards achieving it?"

3.5.4 Educational background of adults

Adults learn best when they can build on what they already know; when the content is relevant; and when the learning material is presented in ways which promote effective learning (Clifford & Kerfoot 1992:173). Apparently, adults do rather well in formats that involve the basic passing of information (Rose 1997:6). When learners are unfamiliar with the language of instruction, they have nothing 'known' to build on (Clifford & Kerfoot 1992:157; Morphet 1992:94). The consequence might be that they will lose interest or just never attempt the learning process at all. Home schoolers and adults in general have many responsibilities which they constantly balance against the need for learning. Urgent needs, gaps or inefficiencies as a parent and as a home schooler can be sufficient factors to motivate adults to learn.

3.6 FACTORS ENHANCING ADULT LEARNING

Adult learners are more responsive to internal motivators than external motivators and learning enables them to achieve a higher status in life, in their jobs, to secure professional progression, as well as to stay one step ahead of their competitors (Lieb 2002:2; Newman & Peile 2002:203; Zemke & Zemke 1984:1). The best way to motivate adults to learn is to enhance their reasons for learning and to decrease barriers. Some barriers which can prevent adults from learning include lack of time, money, information, interest, and confidence and - as previously mentioned - the unfamiliar language of instruction. A lack of confidence often seems to be one of the biggest barriers (Lieb 2002:2).

Kerka (2001:2) is of the opinion that adults require information that will enable them to cope with specific life-changing circumstances, for example employment, divorce, marriage, parenthood, losing a job, retirement, losing someone close to them, moving, immigrating and - with reference to this study parents who seek help with home schooling.

Adults learn for cognitive interest. They seek to master particular knowledge and acquire skills for their own sakes and to satisfy their enquiring minds (Kerka 2001:1; Lieb 2002:2; Zemke & Zemke 1984:1). It seems that many home schoolers, besides their home schooling responsibilities, choose to enrich themselves intellectually, as well as to refresh and build their minds.   They decide to take a college course, business class, attend an art class or any other course they feel will fulfil their natural interests.

Adults engage in learning opportunities before, after or even during the life-changing event that triggered the need for learning. Some wise person once said that "knowledge is power" and one can assume that the lack of it can often lead to stressful situations. Stress increases as life-changing events accumulate, therefore adults need to deal with this stress and subsequently become motivated to engage in learning experiences. The lack of knowledge and errors becomes very personal and they allow this to affect their sense of self-esteem. Maintaining or increasing their sense of self-esteem and pleasure

become secondary motivators for getting involved in the learning experience. Learning as such becomes "a means to an end and not an end in itself" *(Zemke & Zemke 1984:1).*

Adults are furthermore motivated to learn how to contribute to social welfare by serving and participating in community work and simultaneously to learn how to establish new friendships and improve social relationships (Lieb 2002:2).

It can be assumed that the great motivation behind home schooling parents as adult learners are shaped by the fact that they want to facilitate home schooling to the best of their abilities. Most of them are probably aware of their possible lack of knowledge, skills and other shortcomings regarding their home schooling efforts and aspire to be the best home schooling parent, educator and facilitator they can be to the benefit of their children's education.

3.7 ASSUMPTIONS ABOUT ADULT LEARNERS

According to NISAL, (1999b:1) certain assumptions about adult education are that, during the active process of learning, adults formulate meanings of what to learn; how to develop critical thinking skills; how to learn skills; problem-solving skills; and the evolvement of understanding.

It is generally assumed that adults learn best under the following circumstances:
- When they are successful in their tasks considering the limited time to their disposal, as well as taking their demanding lifestyle into account.
- When they are comfortable with their learning environment, they participate in the planning of their learning proceedings and goals and they become involved in social learning, i.e. exchanging and gaining knowledge and experience from other adults (peers), as well as from an instructor.
- When they have a variety to offer regarding their learning styles and their thinking skills.

- When they are working in groups and as individuals, they utilise the opportunities to analyse and expand their way of learning and thinking. In addition, they build and expand on previous and existing experiences while learning. Furthermore they use every available opportunity to apply the theory or information to practical situations in their everyday lives.

Stemming from the above it is clear that adults have their own unique way of learning, considering and taking into account that they already have a full schedule of work and family responsibilities. According to Brooksfield's (1995:1) theory, however, development in adult learning lacks strength and is held back by the persistence of myths that are etched deeply into adult educators' minds. These myths assume that adult learning is basically fun; that adults are naturally self-directed learners; that good educational practice meets the needs of the learners; and that there is a uniquely adult form of practice and learning process. Adult educators often speak of adult learning as a very separate domain with a vague connection to learning in childhood or adolescence.

To this day these people are still trying to figure out how the mind works and how people learn. Home schooling parents as adult learners are unique in their own way without any prescribed way of learning. Each unique home schooling situation will, however, dictate the type of learning home schooling parents will engage in. The decision to continue their learning, as well as how they plan or prefer to learn, is born out of necessity to home school their children and to meet the specific needs their children have.

3.8   THEORIES OF LEARNING

As so many different theories on learning exist, the researcher wants to refer briefly to some of the following theorists who all had one thing in common and that was mainly to determine how children and adults learn. The Greek philosopher Plato (428-347 BC) and the British philosopher John Locke (1632-1704) are two of the classical theorists. Toward the end of the twentieth century Jean Piaget (1896-1980) firmly believed that

knowledge acquisition is a process of continuous self-construction (Jackson 1996). According to Piaget, intelligence constructs the cognitive structures that it needs in the process of adaptation to the environment. Ernst von Glaserfield, also a constructivist, referred to himself as a "radical constructivist" (Philips & Soltis 1998).

Watson (1878-1958), the Russian Ivan Pavlov, Thorndike (1874-1949) and Skinner are known as the Behaviorists. They based their theory on observable behaviour.

Vygotsky (1896-1934) emphasised learning as a social activity. He wanted to study only the human aspects of cognition. Vygotsky further distinguished the actual development, which is what the child can do unaided by an adult, while the potential development is what the child can do through problem-solving under adult guidance. He called this area of potential development the zone of proximal development (ZPD) (Jadallah 2000:221; Long 2000:40).

Wolfgang Köhler (1887-1967), John Dewey (1859-1952) and Bertrand Russel (1872-1970) are known for their problem-solving, insight, and activity theory, alternatively known as the Gestalt learning theory. The main focus of Gestalt Psychology was the experience of perception. Max Wertheimer developed laws of perception and applied these to learning and thinking. He further emphasised the fact that the behavioural environment (the way things appear to be) is different from the geographical environment (the way things are) (Philips & Soltis 1998). Adults are concerned with the immediate applicability of their learning and at this point the focus will more specifically turn to the theory of adult learning.

Table 3.2 elaborates on some of the most dominant learning theories. Learning theories should not be thought of as for adults only, but rather for adults and children who each have their own levels of development, skills, styles and talents.

Table 3.2: Theories of learning

ASPECT	BEHAVIOURISM	COGNITIVISM (Cognitive-developmental and Cognitive constructivist)	HUMANISM	SOCIAL LEARNING (Observational learning)
THEORISTS	Guthrie, Hull, Pavlov, Skinner, Thorndike, Tolman and Watson.	Ausubel, Bruner, Gagne, Koffka, Lewin and Piaget.	Maslow, Knowles and Rogers.	Bandura and Rotter.
LEARNING PROCESS	Learning is a change in behaviour.	Internal mental processes. An understanding that results from learning.	Personal act to fulfil.	Observation of and interaction with others in a social context.
RECOGNISA-BLE OR IDENTIFI-ABLE STATUS OF LEARNING	A stimulus from the environment shapes learning.	Constructing of knowledge and intelligence involves processes of self-directed and self-regulated activity.	Affective and cognitive needs.	Four processes involved thought observation and imitation: attention, retention, production and motivation.
PURPOSES OF EDUCATION	Produce behavioural change in desired direction. Observable behaviours are impor-tant, not what a person thinks.	Develop capacity and skills to learn better.	Become self-actualised and autonomous.	Model new roles and behaviour.
FACILITA-TOR'S ROLE	Arranges environment to elicit desired response.	Structures content of learning activity. Teacher acts as facilitator in order to encourage learners to discover principles for themselves and to construct knowledge by de-fining and solving of problems.	Facilitates development of whole person.	Models and guides of new roles and behaviour.
MANIFESTA-TION OF ADULT LEARNING	Behavioural objec-tives. Competency-based education. Skills development and training.	Involve real experiences. Intelligence, learning, memory as function of age. Learning how to learn.	Andragogy. Self-directed, self-actualised learning.	Socialisation. Social roles. Mentoring. Locus of control.

Adapted from Jackson (1996); Long (2000); Morrison (1993) and Tomei (1998).

Jackson (1996) asserts that learning is a naturally occurring process throughout the individual's life. All adults in their uniqueness have their distinct experiences, influences, styles of learning, perspectives and motivations. As soon as the adult's learning characteristics are acknowledged and respected, the natural skills of the individual can be employed to enhance the learning experience.

How adults learn is often referred to in literature as the theory of adult learning. Although Morphet (1992) and Brooksfield (1995) talk about adult learning theories it seems that the theory which they refer to, relates more to approaches of adult learning.

3.8.1 Approaches to adult learning

The concept of approach describes a qualitative aspect of learning.   It is more about the how and what they learn, rather than how much they remember (Nicholls 2002). How adults learn and their different ways of learning are rather difficult to explain. They are life-centred in their orientation to learning and, typical of adults, take responsibility for their decisions and lives.   Some adults appear to learn faster and better, while others progress slowly and uncertainly; others grasp the deep structures of knowledge, while others seem to float on the surface (Morphet 1992:87). The point is that, when students learn, they will relate to different tasks in different ways.

Moreover, Brooksfield (1995:1) refer to four theories of adult learning. The four major research areas with regard to the theory of adult learning have been proposed as representing unique and exclusive adult learning processes. Each theory has its own internal debates and preoccupations.   It does, however, overlap with the other three when it comes to the concerns and interests of those working within each group.

3.8.1.1 *Self-direction (the andragogic approach)*

Adult learners, in comparison with youthful learners, are more self-directed in their learning, which means that they take control of their own learning. Adults' learning is furthermore more purposeful and abstruse when their pre-existing capabilities are

acknowledged within the learning process. Adults set their own learning objectives and outcomes, and are often allowed to determine what they want to learn, seek appropriate resources, select suitable learning methods and develop criteria for assessing their own progress (Brooksfield 1995:1; Newman & Peile 2002; Tice 1997:19, 202). This theory appears to leave the decision entirely up to adults to decide and direct the course of their learning. Crawford (1994:224) views self-direction as a shift from "nice to know" to "need to know" and "must know". In addition, Kroth and Boverie (2000:147) assert that adults' life mission provides a source of meaning to their learning activities. The more focused and stronger the adults' life mission, the stronger and more focused their self-direction *(vide* Figure 3.2). Differently stated, adult learning will not necessarily follow the conventional methods as presented in schools (according to a certain curriculum) or in higher education institutions, but adult educators allow flexibility in the presentation of courses, the time of presentation, and requirement for the courses (Holmes 1995:18).

Arguably home schooling parents' learning as adult learners, will be directed by the goals, mission, dreams and visions they have set out for them and their children in their unique home schooling situation.

3.8.1.2 *Critical reflection and social action*

Critical reflection is the second theory and probably the idea of the decade for many adult educators who have long been searching for a form and a process of learning that claim to be uniquely adult. Critical reflection focuses on three interrelated processes. The first process is where previously accepted common sense wisdom is replaced or restructured. Second, adults take a different stand concerning certain aspects, ideas, actions, ways of thinking and ideologies that were previously taken for granted. Last, adults come to recognise the leading aspects of cultural values and grasp how self-evident interpretations of the "natural" state of the world actually support the power and self-interest of unrepresentative minorities (Brooksfield 1995:2). Many home schooling parents take a definite stand with regard to their cultural and religious heritage, which is

of exceptional value to them (Miles 1995). Home schooling parents as adult learners will and wish to express this in their home schooling activities.

3.8.1.3 *Adults' experiences*

The third theory is that *adults' experiences* represent a valuable resource of information and beliefs that adult learning is grounded in these experiences. Adults carry with them useful resources and knowledge (Avis 1995:174; Brooksfield 1995:3). According to Lindeman in Brooksfield (1995:3), adult learners are in possession of a living textbook of experiences and their education is an ongoing process of evaluating experiences. Homeschoolers seem to fit into this category, because they are a group of parents who engage in co-operative learning; who help and support one another; provide and supply one another with knowledge; share experiences; and answer one another's questions. A good place to start their learning experience is sharing with other home schoolers at support group meetings, home schooling conferences, workshops or seminars and through home schooling publications (Kaseman & Kaseman 2001).

Parents as home school facilitators and educators become co-learners with their children. Negative childhood experiences of school often influence parents' outlook on their home schooling venture and the way they perceive this newly found learning experience with their children. Some home schoolers affirm that they become stronger people while home schooling their children. They derive this strength from life skills they acquire by working with their children. Some parents explain how they start "peeling back" the layers they wrapped around them and which they developed at school. During interaction with their children parents discover that they need to repeat what someone else had said was right, although at that time those parents had wrapped layers around themselves to protect themselves from the possible humiliation of being wrong or stupid or saying the wrong thing. In addition, parents also developed layers to protect themselves against peer group interactions (Kaseman & Kaseman 1997).

Underneath these layers, these parents discover themselves and are surprised at their abilities and strengths. What they learn from their children are aspects like how to use

their common sense, to learn from the world around them, to stop worrying whether someone else thinks one has the right answer, but to make their own decisions and do their own problem-solving (Kaseman & Kaseman 1997).

3.8.1.4 *Efficiency*

Learning to learn is a lifelong learning activity. Research conducted on practical intelligence and everyday cognition in settings and activities as diverse as grocery shopping, proved that learning is a skill not necessarily acquired in an academic setting. How adults come to know what they know do not depend on academic scores on a cognitive style inventory or what their learning style might be. Adult learning involves an epistemological awareness and this means that adults possess a self-conscious awareness of how it is they come to know what they learn (Brooksfield 1995:3).

Home schooling parents assert that they learn with their children. Subjects that were hopelessly boring or difficult to understand when they were at school suddenly becomes very interesting. "History comes alive, science starts to make sense, and math become a wonderful system instead of a fearful trap" (Kaseman & Kaseman 1997). The reason for this may be that, as children, parents did not always quite understand and enjoy what they were learning at school. Now, as adult learners, home school facilitators and educators of their children, they want to understand, accept, appreciate and enjoy the learning along with their children.

Parents as adult learners will, in the end, hopefully be learning how to learn to cope with all the other tasks of adulthood as well as being a parent and a home schooling parent. Many of the ways that they adopt to learn are self-directed or self-teaching and go hand in hand with their daily experiences and their specific needs that require of them to learn. Being an adult learner does not mean that at that particular moment in time they can give their undivided attention to their role as an adult learner. Unfortunately, most adults have many other responsibilities and established roles they have to fulfil, including that of adult learner, should they choose to become one.

3.9 MULTIPLE ROLES OF THE ADULT LEARNER

Unlike teenagers and children, adults have multi-faceted roles, which they are compelled to fulfil. Adult learners seldom have teachers or facilitators in the formal sense who guide and teach them throughout their adult lives. The roles that adults have to fulfil during the course of their adult life become their "teachers". Some of the roles are based on different ages, in the same way as a man becomes a husband first and then a father and, much later, a grandfather. Other roles involve legal aspects such as paying tax and voting. Certain roles are economically defined, for example in the workplace, owning a home, being community members and being consumers (Kerka 2001:1; Lieb 2002:2; Morphet 1992:93). Responsibilities, however, can become barriers against participating in learning. These barriers often include money, time, lack of information about opportunities to learn, confidence, interest, "red tape", scheduling problems and problems with transportation, child and caring for the elderly (Lieb 2002:2). These subjects are what Kegan in Kerka (2001:1) calls the "hidden curriculum". In this curriculum, all the diverse roles of adults in an increasingly diverse society are "courses" in which they are enrolled.

3.9.1 The role of the home schooling parent

Continuing one's education as a parent and specifically as a home schooling parent, models the benefits of lifelong learning to children. According to Bayley (2001), successful parent adult learners can be measured by their willingness and ability to read to their children. Reading books on parenting, as well as exploring their own interests and taking an active part in learning new subject material with their children, also contribute to success. Adult learners, like children, have their own unique learning styles.

More often parents are aware of their shortcomings in certain areas and some home schoolers might be off to a slow start with their home schooling attempts, while others will leave no stone unturned to get off to a good start. It therefore seems that home schooling requires a substantial amount of learning for parents since they are

responsible for the education of their children. Learning with their children for example includes acquiring skills, gaining of knowledge, improving themselves as parents and home schooling parents as well as citizens. This will furthermore enable parents to improve, adapt and make changes in their lives and the lives of their children. Applying new ideas and, most importantly, empowering themselves with the necessary knowledge, skills and the right attitude, will ensure that their children receive the best education. Overall, home schooling parents need to learn about successful techniques and methods for home schooling. Techniques on home schooling may include everything they need to know from lesson planning to managing babies and other children.

Arguably, children's success in school and later in life depends largely on the degree to which parents are actively involved in their own learning and the learning and development of their children. Van Loggerenberg (2003:60) is of the opinion that teachers are first and foremost learners and that they cannot impart knowledge which they do not possess. The values and educational priorities of the parents are also decisive factors. In the case of the home schooler, this implies that parents do not become their children's teachers in the traditional sense, but as a partner, a co-learner and a facilitator of the learning experience (Shaw 2002:1). One home schooling parent acclaims that home schooling in itself is an ongoing process and is never truly finished. Home schoolers watch their children become "voracious" learners and parents find themselves taking on the same approach to life and to learning as their children (Griffith 1997:220). Sensible home schooling parents should, however, never assume that they have fully arrived at the point where they are completely skilled, empowered and knowledgeable regarding their children's education or their own. Education does not stop with graduation; in fact, it is after graduation that people are at liberty to pursue their education (Executive Parent 2003).

Home schooling parents as adult learners can equip and empower themselves by seeking and gaining knowledge on home schooling and acquiring certain skills which they can transfer to their children through workshops, seminars and home schooling programmes. Parents become adult learners who constantly seek new projects and

ideas, ask questions, and try to improve and make things better for them and their children. Adult learners and, in this particular chapter, parents who are adult learners, differ qualitatively from adolescents and children in their abilities to learn and to apply concepts. Parents as adult learners are therefore persons with some kind of schooling or another behind them and who are eager to learn and acquire knowledge on home schooling.

A role that the home schooling parent often becomes involved in, is the role of home school curriculum developer. Arthur Robinson and his wife, Lauralee, home school all six of their children in the USA. Lauralee developed an entire twelve-grade curriculum for each of the six children aged 12, 10, 9, 7, 7, and 17 months. Educational materials and curricula from a wide variety of sources were purchased for the development of this curriculum. Because of the family's Christian beliefs, a large amount of Christian material was included in this curriculum. In this particular family, the sudden death of Lauralee left these six children without a teacher and a mother and Arthur with the home schooling responsibilities. With the thoroughly ordered curriculum that occupied the equivalent of more or less five large filing cabinets in perfect order in which they would be used, Arthur continued with this task. Building upon the environment already created for them, Arthur provided certain study rules and the occasional coaching and help. The children learnt to solve their own problems and this was gradually developed into a unique home schooling situation where no teacher was required in order for them to be effective (Robinson 1994:3). Critics will probably gasp and react by asking why then home schoolers need their parents to learn and why parents need to learn skills. The very logical answer seems to be because children, teenagers and adolescents - some to a greater and some to a lesser degree - will always need their parents' protection, guidance, wisdom, life experience and discipline. In other words to help their children develop emotionally, intellectually and socially, as well as how to learn independently, how to think and how to solve day-to-day problems. The same applies to the adult learner. There will always be a need among parents, whether self-trained or trained by experts, to continually acquire the necessary knowledge and skills in raising or teaching their children to the best of their abilities.

Balancing life roles and a communicative, supportive and challenging learning environment will facilitate the adult learner's cognitive development (Kerka 2001:2). Various frameworks have been developed that acknowledge the cognitive challenges of present-day life. Facilitators can support adults in integrating different ways of knowing - the rational, cognitive, and the intuitive, objective, imaginative and subjective because, as Kegan in Kerka (2001:4) asserts, it is what we know and how we know that enable adults to handle the demands of everyday life. Experienced home schoolers can take on the role of facilitators to other home schoolers. These home schooling facilitators can teach other home schoolers through discussion, communication and demonstration.

3.9.2 Parents as adult learners

This paragraph links up with 3.2 where adult learners were discussed in a more general sense. In this paragragph and more specifically pertaining to this study, the parent as a home schooling parent will come under discussion. Dekker (1993a:176) is of the opinion that: *"Among the most neglected species of adult learners are parents".*

According to Nevins (2003) parental learning is probably one of the best examples of andragogical (*vide* 3.3) learning. Parents learn as their lives and the education of their children progress through life. They make decisions every day, which they base upon current situations and past experiences. As opposed to the theory of pedagogy (*vide* 3.5.1), where learners are mostly dependent on the educator for learning to occur, people become adults psychologically when they take responsibility for their own lives and they become self-directed in their learning (andragoge) (Campbell 1999).

Overall, adults acquire knowledge concerning how to adapt and become productive, participatory, serviceable and functional citizens and parents in a society during the course of their adult lives. Parents willingly acquire knowledge about peer pressure, temptations and demands to experiment with drugs and sex, which are problems their children and teenagers have to face daily. Informed, knowledgeable parents are not only a requirement, but also a necessity. To help, support, guide and educate their children, parents - although not always aware of it - become adult learners when

confronted with certain issues, problems and responsible decision-making concerning their children.

Seemingly, adult learning is born out of a need to know or the need to do something when it comes to parents not knowing how to handle family, teenage or work-related problems. Their approach to learning is one of a "life-, task-, or problem-centred orientation as opposed to a subject-matter orientation". In other words, they need to know why they should learn something before spending time and energy on learning it (Campbell 1999; Lynch 2002:32). It seems that home schooling parents are initially unaware of their "adult learner" status. They become actively involved with their children in the learning process and they have a strong desire to help their children achieve academic excellence. They also have the fullest confidence and belief that their children can and will succeed (Shaw 2002:1).

As adult learners, parents have an exceptionally burdensome task when learning the new skills of bringing up children without the necessary help in the form of useful guidelines. Adult learning at its best happens at the time when the need arises, in collaboration with other parent-learners. Morris (in Dekker 1993a:176) argues that adult education has yet to provide suitable courses that meet all the criteria to examine parents' needs for support and reassurance.

The need for parents, however, to take courses or follow training programmes that will familiarise them with recent developments in concepts of knowledge and theories of learning has increased drastically. Parents play a very important part in conversing themselves with the concept of learning as a process and as an activity that will continue throughout their lives (Chapman & Aspin 1997:183). If parents do not demonstrate and actually make their children aware of the importance of lifelong learning, then it will be difficult for children to come to accept value and appreciate the concept of lifelong learning (Chapman & Aspin 1997:181).

The provision of adult education and training in any country adapts to the needs of the people as well as the continuous changes taking place in a particular society (Dekker

1993b:277).   It is apparent that adults who engage in adult learning vary from the totally illiterate who engages in the learning of basic reading and writing skills to the literate adult learner.   The latter may also continue with graduate, post-graduate, vocational training or a course in parental skills training.

Answers to the following six questions might shed more light on who exactly the adult learner is and, more specifically pertaining to this study, the home schooling parent as adult learner.

Table 3.3: The home schooling parent as adult learner

	QUESTION	ANSWER
1	Who are adult learners?	Adults in this study refer to parents who are aware of their parental and home schooling responsibilities and who continue learning with their children.
2	Where do they come from?	Home schooling parents are in most instances adults with an education ranging from grade 12 to a diploma or a degree obtained at an Institution of Higher Education. They come from diverse cultural, religious and socio-economic backgrounds (*vide* Chapter one).
3	What do they know?	These parents know exactly why they want to home school their children. The questions to what, how, when and where about home schooling are usually the ones they seek the answer to when they come face to face with these questions or problems.
4	What do they need to know?	They need to know how to be a loving home schooling parent, as well as how to ensure that their children obtain the best possible "education".
5	Why do they need to learn?	Home schoolers need to acquire the necessary skills, knowledge and attitudes to be successful in their home schooling task.
6	How are the parents going to acquire the knowledge?	From information on home schooling, parent training programmes, home schooling workshops, conferences, various home schooling organisations and other home schooling parents.

Adapted from Hagan (*s.a.*).

Parents who ask themselves these questions and can answer them honestly will become aware of certain shortcomings and their needs with regard to their parental and teaching responsibilities towards their children. Many programmes aimed at the illiterate, the literate and adults in general, for example in the workplace and in almost all spheres of life, have seen the light in recent years. The focus of the programme may shift depending on the specific need of the adult. The following paragraph explains adult learning programmes in general and, more specifically, parenting programmes and how they can benefit parents in their parental capacity.

3.10 ADULT LEARNING PROGRAMMES

Programmes for adult learning are generally structured around "life application" divisions and grouped according to the adult learner's willingness to learn. Adults need both transformational and informational learning. Transformational learning attempts to alter the way adults know, in other words their level of cognition. This implies that their existing frame of reference or their way of interpreting meaning will be altered to facilitate more complex cognitive levels. Informational learning on the other hand, related to work/life issues will involve learning about money, stress management, time and childcare options. Programmes generally have either a transformational or an informational approach, or they can have both (Kerka 2001).

Spady's (1994:20) Demonstration Mountain provides educators with a model from teaching simple classroom skills to demonstrative life functioning roles. Adults are already in their life functioning roles and are basically fulfilling their roles as parents, employers and home schooling parents. Spady's model is divided into three major zones of expected learner's outcomes.

Figure 3.3: The Demonstration Mountain

TRANSFORMATIONAL
ZONE

Life-role
functioning
Complex role
performances

TRANSITIONAL
ZONE

Complex unstructured
task performances
Higher-order competencies

TRADITIONAL
ZONE

Structured task performances
Discrete content skills
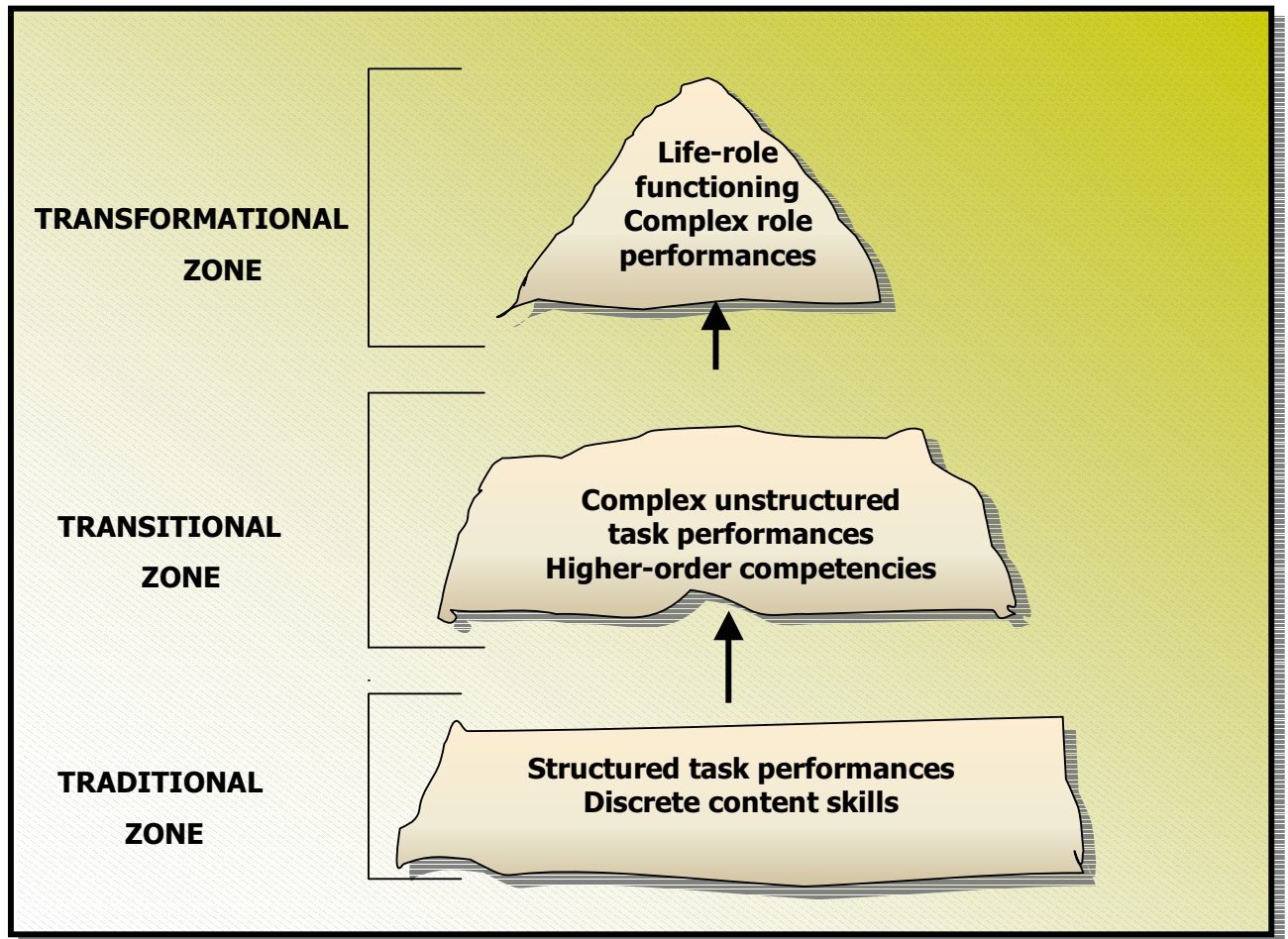
Source: Spady (1994:20).

The Traditional Zone of the mountain, which is the discrete content skills, refers to the narrow subject content which eventually serves as enabling outcomes. The skills demonstrated are basically inseparable from the structured subject content. This zone is also known as the "content-dominated zone". The Transitional Zone, also referred to as the "competent-dominated" zone, requires various degrees of higher cognitive abilities such as analysing concept and its relationships to other concepts.   These complex unstructured task performances are found in higher degrees of independent research and applied projects. The application of problem-solving skills would be another outcome of this zone.   The Transformational Zone, alternatively known as the

"context-dominated' zone is separated from the formal programme and its content classification. In this section learners are expected to demonstrate what real people do to be successful in their careers, families and communities on a continuing basis. People have to deal with complex role performances in their everyday lives, which requires of them to apply all kinds of competencies and knowledge to confront these challenges in their social lives (Spady 1994:21).

The aim of programmes developed, on the whole, for adult learning is to bring about personal development, social change and education for productivity (NISAL 1999a:1). Certain skills, techniques and behaviours are required from adult learners to deal with developments and changes that life demands from them (Kerka 2001). Parenting programmes, for example, attempt to help parents and are based on the assumption that all parents deserve to be supported in their role as their children's first educators (Wagner, Spiker & Linn 2002:69).

A pilot study aimed at parents with children in schools conducted by the Health Services Research Unit at the University of Oxford in the United Kingdom (UK) evaluated the effectiveness of a school-based parenting programme. The uses of both affective (related to feelings) and behavioural strategies are combined in this programme. This study indicated that parents benefit from the support they receive from other parents as well as from sharing similar problems they encounter as parents. How to control one's emotions and increasing the capacity to think about matters calmly is another important factor in the changing of parental behaviour. The ability to empathise and identify with children increases parental effectiveness and motivates children to behave in certain ways (Barlow & Stewart-Brown 2001). Clearly the goal of this programme is to improve parental skills by making them aware of feelings, relationships in the family and their own experiences as a parent.

On the whole, adult learner programmes are usually structured around the improvement of knowledge, which can be applied in life; help with the solving of problems; and the development of certain skills. Many programmes are developed specifically for adult

learners with their divergent needs. Some of these programmes will be discussed in more detail in the following paragraph.

3.10.1 Equipped for the future (EFF)

The EFF is a framework formulated by the National Institute for Literacy's Equipped for the Future. The EFF identifies key roles and responsibilities of adults as parents/family members, citizens, community members and workers.

This programme furthermore focuses on the development and application of skills and knowledge and developing an understanding and a viewing of the world. This programme follows four wider complementary concepts, for example a constructivist approach, whereby the parents interpret, reorganise and create their own knowledge. They would then relate and adapt this knowledge to the world they understand and experience. The second concept is an education that is grounded in the context of the adult's life. Third, the importance of the application of skills and last the viewing of adult learning as transformative rather than supplementary form key aspects in the programme (Kerka 2001; Pereira 1996:26). The EFF recognises the different roles and responsibilities of adults in society.

Stein in Kerka (2001:3) is of the opinion that these roles can be organised according to certain skills that adults must be able to apply in their adult lives.

- Adults need communication skills to enable them to read with understanding, to communicate ideas in writing, to speak so that others can understand as well as, to listen actively and observe critically.
- Decision-making and problem-solving skills are required for the solving of for example mathematical problems.
- Interpersonal skills are important for interacting with others, working together, guiding, supporting and influencing others, negotiating and resolving conflict.

- Lifelong learning skills are required for researching, reflecting and assessing, applying information and communication technology as well as being responsible learners.

It seems that this programme may tie in strongly with what the parents need to empower themselves with, should they decide to take the home schooling route. Other programmes of a more generic nature are developed for parents to help and train them in raising and educating their children.

3.10.2 Parenting programmes

By taking a glimpse into the history of parenting training programmes, it reveals that thousands of adult learners participated in parent education groups during the 1930s (Fine & Henry 1989:3). In 1976, an Atlanta newspaper reported that 70% of the parents in America wanted help on how to be parents (Nye 1989:325). New scientific knowledge on childrearing, which aid parents in their parental duties, appears from time to time (Intermountain Health Care (IHC) *s.a.*).

Parents are the most important influence on their children's development and schools often do not live up to the parents' expectations. Parents will always require the basic traditional parenting skills, but families seem to be under more stress than ever before. Parenting becomes more challenging every day and the varying and changing needs of parenthood give rise to the need for the development of parenting training/home-based education programmes in early childhood development.

Many of the problems South Africa is faced with today can be traced to an ineffective education system, which is not providing literacy and numeracy to the majority of South Africans. The mathematical, scientific and communication skills necessary for effective functioning in a modern democracy and economy are also sadly lacking. In South Africa, for example the focus of many parenting programmes has turned to programmes, focusing mainly on the prevention of and dealing with the HIV/AIDS (Acquired Immune Deficiency Syndrome) pandemic and its devastating impact on young

children [Scott 2004; Training and Resource in Early Education (TREE) *s.a*]. Educational programmes campaigning for a crime free South Africa and to decrease violence in the long term have become a necessity. These programmes aim to improve parenting skills to prevent abuse within the famiy. The focus of these programmes within the family context trains parents about the dangerous consequences of drugs; how to prevent abuse in the home; AIDS prevention; environmental issues; and many other problems (Vogelman 1995).

Many of the programmes mentioned in Table 3.4 date back almost 30 years. The researcher, however, wishes to stress the fact that this information and advice for parents in those programmes prove to be just as relevant, if not more relevant and important, for parents to know today because of the increasing challenges they have to face with regard to the raising of their children. Table 3.4 illustrates but a few of many parenting training programmes.

Table 3.4: Parenting training programmes in South Africa and internationally

	Programme	Training	Outcomes
1.	*Exploring Parenting* by Bruce (1978) in Lapides (1980:232 & Nye 1989:342)	The role of parents as the primary and first educators of their children. The model deals with personal and social values. Parents make decisions concerning their children's welfare.	• To get to know themselves better. • Learn more about children. • Analyse different methods of child-rearing. • Become aware and improve your own parenting skills. • Be informed of societal influences on families and children.
2.	*Parent effectiveness training* (PET) by Gordon (1975)	Important communication skills, for example "active listening", caring and understanding. A nurturing relationship is very important.	• Behaviour management control. • Authoritative parenting without acting authoritarian.
3.	*Winning* (Dangel & Polster 1984:162)	Single and two-parent families of three to 12-year-olds. Reflection of the concerns of diverse ethnic and socio-economic populations.	• Solving of complex child management problems. • Promoting of child-rearing practices. • Development of healthy children and rewarding parent-child interactions.
4.	*Active Parenting*, a video-based programme by Dr Michael Poplin (1982-84) in Nye (1989:338)	The child's develop-ment of courage, responsibility and co-operation.	• Parents gain confidence. • Understanding of children's behaviour. • Fewer problems with children. • Parents dealing with substance abuse, single pa-renting and school problems.

5.	*Systematic Training for Active Parenting* [Systematic Training for Effective Parenting (STEP)] by Dinkmeyer and Mckay (1976) in Nye (1989:340)	Joint decision-making by parents and children. The main element is the democratic family atmosphere where children are encouraged, respected and disciplined in agreement with behaviour. Firm limits are set.	• Parents demonstrate more democratic attitudes. • Increased self-esteem.
6.	*ParentLink: A model of integration and support for parents, families and community members* (Mertensmeyer & Fine 2002:257)	ParentLink WarmLine facilitates supportive discussions about children in a very sensitive manner. They work to clarify issues, developing a joint understanding of the ecosystem de-velopment of plans and identifying available resources.	• Strives to simplify parents' access to research-based information, knowledge, services and problem-solving. • Promotes communication among the micro-, meso-, and ecosystem levels.
7.	*The Portage Project. Early childhood programme for handicapped children from birth to six years or older* (Shearer & Loftin 1984:93)	Providing parents with skills necessary to teach new behaviours effectively and to modify inappropriate behaviours that interfere with learning.	• Direct involvements of parents with their preschool handicapped children accelerate the rate of skill acquisition and the child's rate of learning. • Parents are able to generalise learned skills enabling them to be better pa-rents/teachers to their children.
8.	*Parents as Teachers* (PAT) programme (USA) is designed specifically to investigate the effectiveness of this programme with low-income families (Wagner, Spiker, Linn 2002:69)	During individual home-based parenting education, parent educators encourage positive child development throughout the prenatal, the development phases of first three years, for	• To empower parents to give their children the best possible start. • Reduce and pre-vent child abuse; • Increase parent's competence and confidence.

		three- to five-year-olds and teenager phases.	• Develop true home-school-community partnerships. • Give children a solid foundation for school success.
9.	*South Africa's Early Childhood Education and Care* (EDUCARE) programmes (Atmore 1994)	Training and facilitating of localised study groups, appropriate technology, health and safety needs assessment, parent education pro-grammes, junior primary support and spelling programmes and basic adult education.	• To empower communities in de-velopment of preschool education programmes. • To develop the young child's potential to participate socially, eco-nomically and culturally in the community. • To participate in educational, cul-tural, political and collective activities.
10.	Planned Parenthood Association of South Africa (PPASA) (Van Esch 2000) The Parent Education Programme (PEP) is one of the PPASA's programmes that came into existence after identifying the important role parents play in informing adolescents about sexual matters	Facilitating and training of parents and of underserved communities in the responsible sexual and reproductive behaviour through a holistic approach to health and wellness promotion.	• Empowering of parents with knowledge on reproductive and sexual health, for example the prevention of HIV/AIDS. • How parents can communicate knowledge to their adolescents and younger children on sexual issues.
11.	*Basic parenting. A comprehensive parent education programme that focuses on 80 principles and skills that form the foundation for effective parenting.* It is also based on the National Extension Parent Education Model (Smith 2000)	Materials are written and designed for parents who are struggling with child-rearing challenges and complex ideas are reduced to simple fundamental elements.	• Parents learn the basics of caring for themselves and the under-standing, nur-turing, guiding, motivating and advocating of their children.
12.	Early learning resource unit (ELRU). This programme helps parents to	Facilitating discussion groups between	• Helping parents to help their children

	understand educational programmes in baby care and preschool centres (Biersteker, Bacher & Van der Merwe 1994)	teachers and parents. Sharing and exchanging different opinions and ideas with other parents. Demonstrations on toy-making.	to learn through play. • Coping and handling the needs, emotions, behaviour, etc. of babies and young children. • Communicating and teaching babies and young children to talk.
13.	*Parents Plus. Programmes for parents with children of all ages* (Parents Plus Group *s.a.*)	Programmes are presented on videos. The manual contains the full text of videos, background information, guidance on how to prepare and how to use role-play along with hand-outs and assignments.	• To help parents develop closer and more satisfying relationships with their children. • To manage children's difficult behaviour in a positive way.
14.	The focus is on parents in family learning. Raising Early Achievement in Literacy Project's initiative (REAL) (Hannon, Nutbrown & Fawcett 1997)	Teachers in over 30 schools, the Sheffield Local Education Authority and the Universtiy of Sheffield collaborated in develping ways of working with parents to promote the literacy development of children before school.	• To promote young children's literacy through work with families and to meet some parents' literacy needs too. • To extend parents' own learning by their participation in adult or community education. • Teachers skilled in working with young children learning to recognise parents as (adult) learners.
15.	TREE (Training and Resources in Early Education) 2000 based in KwaZulu Natal. Early Childhood Development (ECD) programmes (TREE *s.a.*)	Teachers in the ECD sites acquire skills to council parents/ caregivers as well as integrate knowledge, skills, values and attitudes into their ECD programmes that will give children the	• To support young children to deal with the loss and trauma caused by HIV/AIDS and the impact it has on their lives physically, socially,

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		emotional resources they need to cope in trauma.	emotionally and spiritually. • To understand the needs of the young child. • The importance of stimulation through play and active learning experiences.

Table 3.4 serves as a typical example of programmes that aim to advise, assist and provide parents with expert knowledge on their parental responsibilities and how they can develop their parental skills. Parents are concerned about the well-being of their children and would like to raise them to the best of their ability by improving their own awareness, knowledge, self-esteem, confidence and understanding of being the most helpful, successful and supportive parents that they can be. Parents feel the need to aid their children in their learning, how to help them in their different development phases, how to equip them with skills example to adapt socially, to communicate and how to live a healthy and safe life.

It is evident that the development of a parenting programme will depend on the particular group of parents to which the parenting training programme is directed. Parent groups are diverse and can include parents with pre-school and school-aged children, single and divorced parents, parents with adolescents, parents-to-be, couples, parents of exceptional children, parents who are interested in improving their parenting skills, gay parents, and parents of deviant children, as well as other combinations. Each of these groups has its unique set of problems and needs.
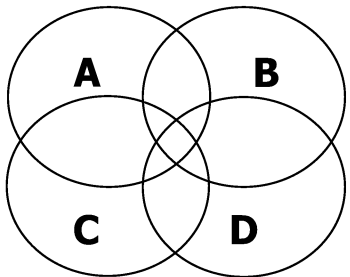
3.10.3   Structure of a parent education programme

No matter how diverse parenting programmes may be in content, the main emphasis on most of the parent education programmes is the acquiring of skills, sharing of information, developing and enhancing of self-awareness and the solving of problems. Goals and activities cover a broad spectrum of content for planned parenting sessions.

Consequently, content will include everything from basic child health care to how to endure emotionally when children "leave the nest". Dekker (1993a:162) is of the opinion that nobody can be indifferent about how children are brought up and educated and whether parents themselves have the potential of, coordinating control over their role as parents and educators.

Figure 3.4 illustrates important aspects of a typical parenting training or parent education programme.

Figure 3.4: Programme emphasis

METHOD	CONTENT AREA	METHOD
A. Information-sharing • Teaching and learning • Group discussion • Reading material • Theoretical information • Different media **B. Outcomes** • Demonstrating skills • Discussions and reflecting on ideas and suggestions • Expressing their skills in observable behaviour • Self-analysis exercises (for example personality styles, learning and teaching styles of parents and their children)		**C. Activities** • Group discussion • Specific individual and group activities • Problem-solving • Reading material **D. Assessment** • Report-feedback • Systematic observation • Discussion (groups) • Follow-up • Presentation Demonstration practice-feedback • Reflection

Adapted from Fine and Henry (1989:7).

The content of this programme will deal with the knowledge, skills and the behaviour which home schooling parents require. It will furthermore address their needs, concerns and uncertainties with regard to each and everyone's unique home schooling situation.

These needs are identified through questionnaires and interviews where parents come to the fore by expressing what they would like to know about home schooling (*vide* Appendix A & C).

According to Figure 3.4, the parent engages in sharing information (A) by presenting facts and theoretical information that will be helpful for parents about aspects concerning home schooling for example motivation, home schooling programmes, learning styles, cognitive, emotional, moral and social development, certain skills, as well as other important information of value. Materials on topics must be made available in the form of books, pamphlets, handouts, videos and cassettes. Parents with children of the same ages can be grouped together at first to share information and experiences in discussions.

Sharing of information (B), by merely telling other people what to do, is often insufficient to bring about behavioural changes in parents and skill-building. Modelling, role-playing, and behavioural rehearsals can be applied to teach specific home schooling skills and to back up information sharing. Parents will be taught how to use "I" messages, to praise, to encourage, how to negotiate and hold family meetings, to set limits, how to use time out and "shape" the behaviour of their children. A common trait of the outcomes of skill-building is that it can be expressed in terms of observable behaviour.

A parent education/training programme can help parents toward greater self-awareness (B) of how their parenting styles may have been influenced by their parents. Certain values can predispose parents to influence their children in directions, which may not be in their child's best interest. Self-analysis exercises can assist parents toward this awareness.

With assessment (D), the aim would be where parents demonstrate skills acquired. Parents will report back on how they handled certain home schooling situations. With the help of videos, tape recordings or parents merely presenting their cases, the

facilitator and parents can participate by giving other parents constructive feedback and encouragement.

Specific adult learner programmes for parents who home school their children seem difficult to pinpoint. Certain home schooling curricula do, however, come with guides and instructions on how parents can facilitate the learning of their children. Tyler (2003) advises that home schooling parents should not to be a slave to the curriculums they choose. That they should adapt and enhance any curriculum by employing their own creativity, resourcefulness, combined with their knowledge of their children's learning styles.

However, support for home schooling parents from various sources in South Africa as well as on the international home schooling front is more than one can possibly imagine. For the purpose of this study, the focus will only be on home schooling support in South Africa.

3.11   HOME SCHOOLING SUPPORT FOR PARENTS

Home schooling associations in South Africa assist and support home schooling parents in whatever needs they might have regarding home schooling. Dynamis is a help centre stationed in Clarens, South Africa, with a vision to support, assist, encourage and inform home schooling parents. Dynamis travels around the country in a mobile unit and assists home schooling parents with advice at seminars, conferences and workshops. It supplies information on how to get started with home schooling and on different home education curriculum providers (Dynamis 2003; Young 2002:91). Education Departments and more specifically, the Free State Education Department present workshops annually and register new home schoolers on a regular basis. Speakers are invited to the workshops to address parents with regard to their home schooling needs, for example the importance of being a loving parent; how to help children develop their creative problem-solving skills; and informing the home schoolers about policies and the latest developments in this regard. Home schooling web sites are another rich source of

information for home schoolers and have blossomed during the last two years.   Parents have access to these Internet sites with the press of a button.

3.11.1 Websites

Most of the home school associations in South Africa are on-line and home schooling parents who have access to the Internet can communicate with the following associations on a daily basis:

- <http://www.geocities.com/homeschooling_sa/echsa>.   Eastern Cape Home Schooling Assocation (ECHSA) 2004 Home schooling resources in South Africa:2).
- <www.wchsa.org.za>. Western Cape Home Schooling Association (WCHSA); (2004 Home schooling resources in South Africa:2).
- <curamus1@lantic.co.za>. National coalition of home schoolers (2004 Home schooling resources in South Africa:1).
- <http://www.pestalozzi.org>. The legal defense fund for home education (2002 Home schooling events and exhibitions in South Africa:2; Young 2002:109).

Many websites offer help in the way of home schooling curricula for all grades and ages. South African parents can communicate with other parents on chat sites in almost any country in the world. The following are but a few of the interesting websites home schooling parents can visit:

- <http://homeschoolzone.com> (Association News October 2002a: 4, 16) is a South African site.
- <www.sitesforteachers.com> (Association News October 2002:b 4, 16).
- http://dynamis. online-network.co.za (Association News October 2002c: 4, 16).
- http://www.homeschooltoday.com (Association News October 2002d: 4, 16).
- www.gentlelearning.co.za (Association News November 2001a:16).
- <www.mrsalphabet.com> features alphabet-related poems, games, songs colouring pages, projects, puzzles and many more (Association News February 2003a: 8).

- www.teachervision.com has thousands of lessons and activities to choose from (Association News February 2003b:8).
- www.enchantedlearning.com produces children's educational websites and games, which are designed to enhance children's creativity, enjoyment and learning and to capture their imagination (Association News February 2003c:8).
- http://www.geocities.com/home schoolingsa (Home schooling resources in South Africa 2002:5).

Many of these websites aim to serve particular religious groups. Home schooling support also comes in the form of many home schooling curricula available for parents who prefer to follow a curriculum.

3.11.2 Home school curricula for home schoolers

Parents may choose the curriculum that appeals to them, fits in with their goals, suits their teaching and facilitating styles and meets their children's needs and learning styles. Table 3.5 addresses many of the home schooling curricula available to parents.

Table 3.5: Home school curricula in South Africa

	CURRICULUM	FOCUS	OUTCOMES	TEACHING AND LEARNING PROCESS	ASSESSMENT
1	**Adrio Verspreiders**	Lessons in Afrikaans. Classroom packages include essays and prescribed work.	Mastering of content.	Instruction from parents.	Structured lessons. Complete memorandum with answer sheets.
2	**Brainline** (Young 2002:95) Brainline Website)	Content-centred for all grades. Based on the South African curriculum, which may also be	Mastering of predetermined set of objectives according to a predetermined schedule for each grade (Van Oostrum & Van	Self-study programme with minimal parental assistance. Interactive tuitional computer	Easily assessed. Information is discovered herein and internalised. The international modes of question-and-

		associated with the UK. Finds common ground with many other curricula in the world.	Oostrum 1997:3).	lessons viewed on a screen where immediate feedback is given in answering the questions.	answers are used: multiple choice questions, filling in, pairing off, crossword puzzles, all in colour and occasionally using sound.
3	**Moria Tuis skool materiaal.** Runs closely with the current curriculum used in school and developed for Afrikaans home schoolers	Parental instruction up to grade three. Thereafter textbook-based self-study.	Mastering of content and development of creative problem-solving, critical thinking and time management.	Textbook-based self- study. Parental guidance.	Structured curriculum. Traditional exams.
4	**Oikos.** Family ministry for families, assisting them to live a lifestyle of unity and family bonding, through education at home (Young 2002:105) Unit studies	Well-suited for all ages. Experiential, participatory learning in one topic.	An understanding and appreciation of the topic being studied. Development of creative and critical thinking skills.	Independent and constructive learning.	All subjects are integrated with additional formal Mathematics and language programmes.
5	**Konos.** A social studies curriculum with the focus on the development of character traits with God as the central theme Unit studies	For all kinds of learners from talented, gifted, problem learners, creative, artistic and learners with Attention Deficit Disorder (ADD).	To grow in a Godly character. The emphasis is not merely on the intellect, but more on the Christ-like character being taught, trained and developed.	Hands-on activities. Great resource lists which exposes children to research classical literature. Uses all teaching methods to meet the needs of all learning styles.	All subjects are integrated, which enables the parent to teach the same subject to children of different ages.
5	**KenWeb.** A computer-based curriculum for Afrikaans home schoolers	All grades.	Managing time. Developing creative problem- solving and critical thinking skills.	Children work on their own. Parental facilitation when needed.	Textbooks are the primary resource. Well-structured computer-based curriculum with interactive computer

				testing.
6	**Theocentric Christian Education (TCE)** (Centred around the 27 character qualities of God). Books are imported from America and adapted to South African situations (Young 2002)	Structured set of outcomes or objectives for each grade according to the age of the child. Qualities of God are studied within context of each subject.	Mastering of content and developing of skills. Preparing children for international qualifications, i.e. Cambridge Higher In-ternational General Certificate of Education (HIGCSE) or British A Levels. Both are accepted by the South African Higher Education Institutions.	Parental involvement and instruction. It ensures a God-Parent-Child relationship, as the parent and the child study together. TCE website supplies information.	Structured curriculum.
7	**School of Tomorrow – Accelerated Christian Education (ACE)**	Structured set of outcomes or objectives for each grade according to the age of the child.	Mastering of content and developing of skills. Deve-lopment of independence and self-directedness.	A system of schooling by facilitation. Self-study programme. Minimal parental assistance. Optional: subject and in-structional support from the nearest ACE school.	Structured curriculum. Parents register with ACE school and they are responsible for testing and monitoring the child's progress.
8	**Hout Bay Church International**	Topics for learning are determined by the child's environment. Involves real life aspects.	To prepare children for life. Developing a lifelong learning attitude. Establishing relationships and reaching out to other people.	Parental guidance and instruction.	The Charlotte Mason approach. "Education is an atmosphere, a discipline, a life" (Van Oostrum & Van Oostrum 1997:7).
9	**Clonard Publishing** (Young 2002)	Home schooling and early learning curricula for pre-school to Grade 9. Language learning for all ages.	Parents' guide deals with so-cialisation of home-schooled children in topics such as music, art, baking, sew-ing, creativity and language	Parental and facilitators' guidance in the form of Teachers' Manuals and Parents' Guides as well as helpline.	Examinations are set and marked twice a year, and a comprehensive report given on each exam.

		Teaching materials adhere closely to South African School Syllabus.	learning. Teacher's manual assist parents in teach-ing of academic subjects, enrichment courses and guidelines for field trips.		
10	**Curriculum 2005** Unit studies	For all ages. Allowing them to work at their own development level sharing resources and activities.	Development of the desired attitude, social and commu-nication skills and personal habits.	Learner-centred. Children are able to work at their own development level on the same theme for long periods. Use workbooks as an organising method.	Outcomes-based education (OBE) applying formative and summative assessment methods.

All these curricula have different points of departure and what might be good and acceptable for one home schooling situation, might not be suitable at all for another. Many parents also prefer to combine some of these curriculums.

Many parents prefer to buy a complete pre-packaged curriculum, for example Brainline, Kenweb, TCE, ACE and Curriculum 2005 to prevent them from stressing that some important aspects or topics might have been left out. These structured curricula make many parents feel they can control their children's learning better this way. Many of these curricula have guides instructing parents how to facilitate the learning of their children.

Some parents prefer to compile a curriculum and teaching approaches (elective style, unit studies) to suit their needs by selecting textbooks, preparing their own lesson plans, as well as testing and assessing on their own. Other parents prefer what is known by any of the following terms: the unschooling, deschooling, natural way, child-centred or learner-led way of learning. This is a way of learning through everyday life where learners simply do what interests them and these interests are mainly characterised by excursions, environmental awareness, arguments, dialogue and physical activities.

Books, libraries and museums feature high on their priority lists but not so much textbooks and workbooks (Griffith 1997:63; Van Oostrum & Van Oostrum 1997:5). Although unschooling has its advantages, it does, however, elicit much criticism from education officials and even some home schoolers who find it difficult to distinguish between unschooling and educational neglect (Van Oostrum & Van Oostrum 1997:5).

Education at home is as much of a learning process for parents as for the children and unfamiliar subject areas and unsolved problems are opportunities for both the parent and the child to explore and learn together. But where does this leave the parents who, after all, remains the facilitator of learning and who is supposed to lead, guide and educate the child? The question about the parent's competencies and teaching qualifications is a question that comes up from time to time.

3.11.3 Prerequisites for effective and efficient home schooling

 A teacher's "qualification" does not necessarily qualify a home schooling parent to teach at home. Research has shown that a formal education or whether the parent is a qualified teacher is not necessarily the key to success in home schooling. The key to success in home schooling can be ascribed to the one-on-one teaching situation, adapting the curriculum to suit children's unique learning styles, their strengths, weaknesses, dreams and interests. Many parents who home school, assert that they are professional educational facilitators (Ray 2001). Home schooling parents can be people who are literate with various qualifications ranging from graduates who are doctors, lawyers, mechanics and labourers. A qualification can, however, aid to the process but a parent also requires additional skills, attitudes and knowledge to be successful. For the parent, education goes far beyond the basic learning skills.

When the initial task of teaching one's child to read, write and compute has ended, a childhood and a lifetime of learning has only just begun, and will continue indefinitely (Clarkson & Clarkson 1994:33). The main aim for parents should not be to teach their children everything they think they should know, but rather to help their children develop into confident, self-motivated, self-regulated learners. Parents should

furthermore listen to their children's ideas and encourage them to solve problems (Clarkson & Clarkson 1994:16; Kaseman & Kaseman 2001). Some home schooling parents experience problems when they first start with the unreasonable expectations of their children and also not knowing how to motivate them. Problems like these can sometimes take over a year to solve whereafter a home schooling situation is established to suit everyone's needs in the family (Newham 2003:37). For other parents it can actually take up to five years to come to the point where they can truly say that they have reached the point of peace, enthusiasm and diligence in their home schooling. Parents and their children can regard this time as a trial and error period and as a life skills learning period for them both, but should never be regarded as a waste of time (Association News February 2003b:12). The question does, however, arise whether it is necessary for parents to struggle for such a lengthy period to establish their home schools.

3.11.4 The role of home schooling parents with "experience"

"Experienced" home schooling parents seem to have it all together and fortunately do not hesitate to support and share their experiences with other parents. Colfax and Colfax (1988:xiv), who are experienced home schoolers, assert that they, after conversing with hundreds of parents, came to the conclusion that there has always been and will continue to be, a need for the exploration of possibilities and a sharing of experiences among parents who want to see their children obtain the best education possible. One parent asserts that communicating with other home schooling parents can be stimulating, but that one home schooling parent cannot really learn from another home schooling parent. This however, is not the opinion of all home schoolers. Discussing experiences and uncertainties with other parents can boost their confidence and make them aware of the fact that other parents suffer similar uncertainties and doubts about their home schooling. Moreover, every home schooling situation is unique and what works for one parent and his/her child does not necessarily work for another (Association News February 2003b:12). No matter how many experiences are shared among home schoolers, certain basic requirements remain important. Since the beginning of times, the aim of educating people and especially children and teenagers

has been to help them develop into balanced adults and socially accepted people. The achievement of these aims depends mainly on adhering to certain basic universal needs and wants in the raising of children.

Therefore, whether experienced or inexperienced, it is important for parents to update their knowledge and skills and to develope the right attitude. This remains one of the main reasons why this particular study is a necessity.

Anxieties, stress and uncertainties with regard to raising and educating children in a family are aspects that parents are wondering about most of the time. Children in every part of the world will be very happy if parents adhere to the very basic needs children survive and thrive on.

3.11.5 Universal needs of children

Parents and their children are unique individuals and each has their own desires, aspirations, goals and needs. Although home schooling parents are their children's facilitator of learning, they remain first and foremost the persons to provide their children with a loving home and the necessary security and nurturing they need to survive in life.

Table 3.6: The universal needs of children

1.	**Affection**	Friendship and interest, love, fondness, loyalty, awareness, caring for and being concerned about people, emotional security and congeniality.
2.	**Respect**	Courtesy, recognition, admiration, honour, to be looked up to, to do honour to, no discrimination and no favouritism.
3.	**Well-being**	Happiness, feeling well, contentment and health.
4.	**Power**	Decision-making, influence, authority and leadership.
5.	**Enlightenment**	Knowledge, opportunities to learn, understanding, education, information and inquiring.
6.	**Skill**	Talent, training, capability and ability.
7.	**Wealth**	Clothing, shelter, performing a service, adequate nutritious food, property, working and income.
8.	**Interpersonal relationship**	Communicating love, affection.
9.	**Time**	To read, play, think, to learn, work at own pace, to listen.
10.	**Safety**	Security, protection from environmental and social dangers, discipline.
11.	**Morality**	Justice, honesty, responsibility, fair play, integrity, accountability, trust, freedom and keeping one's promises.

Adapted from Campion (1995); Hegener (2002).

Campion (1995) emphasises that a parent's main role lies in the moral, spiritual and intellectual guidance parents provide their children with throughout life and not in their physical skills. Nevertheless, parents adhering to these needs will enable children and teenagers to cope with life, and problems they might face in such a manner, which is both self-satisfying and socially acceptable. It will contribute to the development of positive attitudes, decision-making skills and a sense of responsibility.

3.12 CONCLUSION

Certainly home schooling parents are not exactly a textbook definition of an adult learner. Home schooling parents, although they are not always aware of it, have different ideas about what is important for them to learn. Parents do get "involved" themselves in an informal way with the learning of their children, which is very different from the way children learn. This learning can, however, take on many different ways of

learning and there are no prescribed rules with regard to what they should or should not learn. They read extensively about home schooling and subjects they teach. Home schooling parents learn about home schooling by sharing and discussing their questions and answers with other home schooling parents. These activities usually take place at support group meetings, home schooling workshops, conferences or seminars. The ideal home schooling situation will be where parents as adult learners and their children become lifelong learners and continue to learn alongside one another for as long as it is deemed necessary.

What distinguishes the adult learners from children, is the fact that they have so many roles to fulfil. Adults are usually employed to earn an income for their family. With home schooling, at least one of the parents is employed, while the other is involved full-time with the home schooling of their children.

Many novice home schoolers admit that home schooling was not what they expected at first and the only people they could rely on, were themselves. Doubts about whether they are doing the right thing, as well as whether their children are exposed to the right and necessary learning material, are often questions that bother first-time home schoolers. Despite much help and support available to parents, it seems to take a while for them to get started.

Parents therefore may become adult learners knowingly or unknowingly when they come to learn that they lack knowledge and skills in certain areas regarding their home schooling expertise. More often than not, this learning involvement is not planned according to a structured programme and just happens as time progresses. Parents as adult learners and their readiness to learn are directly linked to the internally motivated need that they have to fulfil as parents who educate their children.

It is for this reason that the researcher wants to design a training programme for parents to assist them in this task they have set out to do. Designing a training programme and what important aspects need to be included in the programme will be discussed in more detail in the next chapter.

CHAPTER 4

THE CONCEPTUAL FRAMEWORK OF A TRAINING PROGRAMME FOR PARENTS WHO ARE HOME SCHOOLING THEIR CHILDREN

4.1 INTRODUCTION

In this chapter the researcher focuses on the important aspects in designing a training programme and the essential components of such a programme. General aspects with regard to the design of training programmes will be covered but the end result will be a programme developed specially for home schooling parents (*vide* Appendix G).

Programme or curriculum development in South Africa has far-reaching implications. It is crucial that all obstacles in the way of development and, in particular, educational development be removed. Relevance is thus very important, in other words, it must be intentional in the sense that the quality of both the education and the work force must improve (Carl 1995:25).

The purpose of the programme (*vide* Appendix G) is to serve as a training programme for parents who need guidance and knowledge with regard to the many aspects of home schooling. Home schooling parents need to know, for example, how to facilitate the learning of their children; choose or develop a suitable curriculum; write outcomes, and help their children develop morally, socially, cognitively and emotionally. Parents also need to know how they can acquire the necessary knowledge appropriate for the maximum development of their children's specific talents and abilities. Parents also need to be aware of the important aspect of incorporating the right teaching strategies in order to comply with the learning styles of their children.

The outcomes of this programme, will be to enable parents to attain the necessary skills (how to do), attitudes (the want to do and the motivation), beliefs and knowledge (what to do and why) to ensure that their home schooling endeavours succeed.

Throughout this chapter the researcher refers to a "programme", alternatively known as a "curriculum". The word "curriculum" also means "any programme of activities" and derives from the Latin *currerre*, which means, "to run" (Tulloch 1994:351; Tyler 2003).

4.2   CURRICULUM DEVELOPMENT

Carl (1995:40) describes curriculum development as an umbrella and a continuing process from the design to the evaluation stages in which systematic planning methods and structure are strongly represented. Change and renewal form part of effective curriculum development and according to Carl (1995:135), often fail because certain aspects concerning a person's readiness for change are not taken into account. The development of the programme comprises not only a systematic aspect, but also a natural aspect after thorough consideration. This is often the case with home schooling curriculums in which parents, after careful consideration change certain aspects in the structured curriculum for more effective education (Tyler 2003).

Figure 4.1 outlines the process of the development which consist of the following phases, namely curriculum design, dissemination, implementation and evaluation (Carl 1995:40).

Figure 4.1: Phases of curriculum development
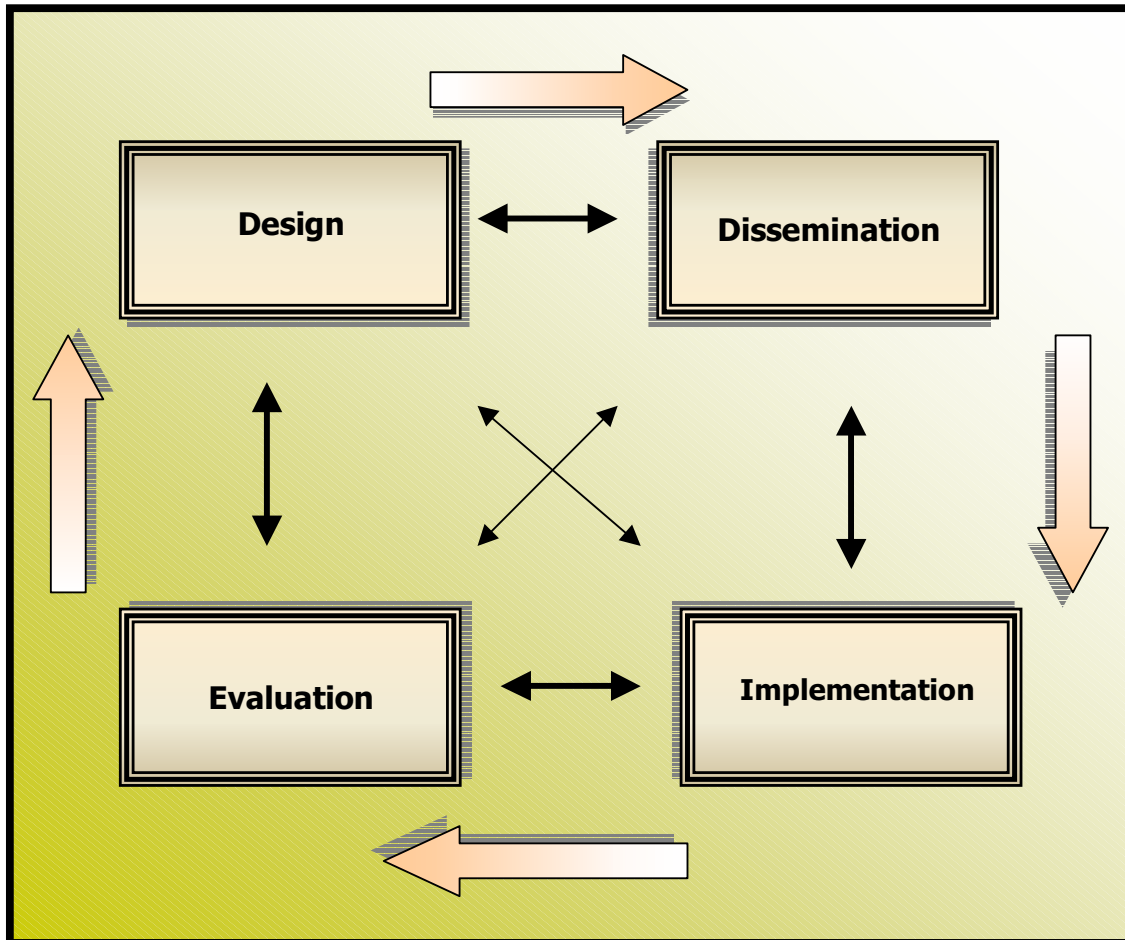
Source: Carl (1995:48).

The curriculum design phase consists of the planning of a new curriculum or the review and replanning of an existing curriculum.   The review and replanning of a curriculum only takes place once a full re-evaluation has been carried out. This phase includes aspects such as contents, methods, experiential learning, evaluation and purposefulness.

During the next phase, i.e. curriculum dissemination, the group for which the programme is intended is prepared and informed of the proposed curriculum by means of the publication or distribution of thoughts, information and concepts. Processes and

aspects that started in the curriculum dissemination phase must also be continued during the implementation phase.

Various dissemination models attempt to describe the process of dissemination. Havelock (in Carl 1995:149) proposes two models for the dissemination of curricula, namely the RDD (Research Development and Diffusion) model alternatively referred to as the "top-down" model (initiated from the top, from government authority). The other model is the problem-solving model, which Havelock regards as the most popular one.

For the purposes of this study the problem-solving model is more appropriate as activities are developed to meet the specific needs of the users and the parents themselves may initiate the ongoing renewal. The classroom (home school) is the point of departure and the data are collected and distributed from the bottom upwards. The needs are identified and converted into a problem statement. This is followed by the diagnoses, whereafter the search for new ideas and information leads to the formulation of change. Finally, the change is accepted, tested and evaluated. Outsiders only play a consultative and co-operative role and never impose their ideas on the user (Carl 1995:150).

Tyler (2003) advises that home schooling parents should not be slaves to the curriculums they choose. They should adapt and enhance any curriculum by employing their own creativity, resourcefulness, combined with their knowledge of their children's learning styles and how they respond. Havelock (in Carl 1995:150) advocates a similar view.

The next phase is the implementation phase. Curriculum implementation and dissemination are viewed as synonymous in most of the literature on curriculum (Carl 1995:166). The implementation phase refers to the application of the relevant design in practice.

The last phase is the curriculum evaluation phase, which takes place continuously. During this phase the successes and effectiveness of the curriculum are evaluated.

4.3   THE RATIONALE FOR THE PROGRAMME

Without good planning, academic or training programmes will fail to meet the needs of learners and other stakeholders [Council for Higher Education. Higher Education Quality Committee (CHE HEQC) 2003:1]. Programmes therefore need to be planned, managed as well as reviewed on a regular basis to ensure that learning takes place, that the programme improves in quality and effectiveness, and that it meets the needs of adult learners. The programme must be viable and the following must be considered when designing this programme: the aims of the programme, the characteristics of the group of learners, and the intended learning outcomes.

The rationale behind the design of this training programme for home schooling parents is to give tangible and practical support to experienced and inexperienced home schooling parents. The outcomes will not be a formal qualification for home schooling parents but will enable and equip parents with the necessary hands on home schooling skills, for example how to choose a curriculum that is suitable for their children *(vide* Appendix G, theme 5); how to write the outcomes for their specific home schooling curriculum; how to gain knowledge on for example the cognitive, moral and social development *(vide* Appendix G, theme 4) of children, and how to help them to develop in those areas as well as in their abilities to solve problems, to think critically and creatively *(vide* Appendix G, theme 7).

4.4 THE DEFINITION OF A RELEVANT PROGRAMME

According to Killen (2002:6), programmes are a set of plans that guide individual trainers or teachers to select programme content (lesson content), the outcomes they want to achieve with that content, the different teaching strategies they will apply, the resources they will use for this purpose, and the assessment procedures.

Babbie and Mouton (2001:335) view a programme as a set of activities or an intervention aimed at achieving external objectives, solving an identified problem or meeting some recognised social needs.

Programmes include planned learning experiences as well as those experiences which are not consciously planned or intentionally taught (the hidden curriculum), but which affect learners' development to a large extent. Programmes are also designed to develop specific skills and competencies. Such development may occur, according to Robinson (in Jacobs & Chalufu 2002:93), for example during a four-year programme of studies, in a forty-minute lesson, or an even briefer episode of planned teaching and/or training. Each of these products contains a series of learning events and appropriate learning resources for the presentation of a specific instruction, and the facilitation of specific learning and performance objectives (Ernst 2003:22).

A good programme should be open and decentralised, in other words it must promote democratic values such as tolerance, protection, human rights, economics, as well as religious and other social aspects. Programmes should also recognise the educational interests of different social groups (Internet *s.a.*). Programmes should be balanced as far as the presentation of the necessary skills, knowledge, attitudes and habits is concerned.

4.4.1 Adults' preferences regarding training programmes

Zemke and Zemke (1984) are of the opinion that adults have their preferences with regard to the programmes they choose to attend or follow. As previously indicated, adults, and pertaining to this study, parents, select learning experiences in order to cope with and manage certain life-changing events, for example, the home schooling of their children.

Adults tend to choose self-directed and self-designed projects as well as single-concept, single-theory courses that focus strongly on the application of that which they have learnt to the problems they experience. Adults, and more specifically parents need to be able to integrate new knowledge or ideas with what they already know. Parents apply what they have learnt, and "how-to", rather than content information, is usually the primary motivation for beginning a learning project (Zemke & Zemke 1984). Programmes must be designed to accommodate viewpoints of people from all walks of

life, with different values and beliefs, and the programme facilitator must protect minority opinion, keep disagreements civil and calm, make connections between various opinions and ideas and keep reminding the group of different probable solutions to problems. Adults prefer more than one medium of learning and also to be in control of the pace of their learning. Media such as written material, programmed instruction and television are popular learning aids. However, short seminars and lectures even for the self-directed and self-professed adult learner receive positive ratings, especially when the learning occurs face-to-face or in a one-to-one situation with an expert (Zemke & Zemke 1984). Figure 4.2 was adapted to suit a training programme for home schooling parents.

Figure 4.2: Parents' participation in the activities of the training programme

PARTICIPATION

Parents participate in:
- Brainstorming
- Role-play and story-telling
- Small-group discussion
- Case studies
- Games and drawing pictures

APPLICATION

Next steps
(Trainer gives suggestions)

Parents discuss:
- How the knowledge/skills can be useful in their lives
- How to overcome difficulties in using knowledge/skills
- Plain follow-up to use the Knowledge/skills

ASSESSMENT

Thoughts/feelings
(Trainer guides discussion)

Parents:
- Answer questions
- Complete surveys
- Share reactions to activity
- Identify key results

GENERALISATION/REFLECTION

Lessons learned
(Trainer gives information:
draws out similarities and differences,
summarises)

Parents participate in:
- Presenting their results and
- Drawing general conclusions

Adapted from: IAG (Joint Inter Agency Group on Young People's Health Development and Protection In Europe and Central Asia) (2003:17).

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The programme enables parents to actively participate in role-play, discussions, brainstorming sessions and other activities, because they have the knowledge and experience of unique circumstances in their home schooling. This programme therefore is about parents participating, reflecting, drawing conclusions, learning from other parent's experiences, and in the process working towards solving the problems they experience with home schooling.

4.5 OUTCOMES-BASED EDUCATION

Outcomes-based education (OBE) programmes focus on the performance outcomes, which is the demonstration of a learning experience. The latter is linked to the real world granting learners skills to analyse, criticise, access and apply knowledge rather than to repeat it in a parrot fashion (RSA DoE 1996:30). Such programmes must include opportunities and conditions that will encourage and enable learners to achieve these outcomes (Geyser 2004b:144).

Such programmes need to develop a clear set of learning outcomes that focus on the components in a programme. All learning will be based on an outcomes-based approach to education and training (Hallendorff 2002:7; Jacobs & Chalufu 2002:100).

Thus, an outcomes-based education and training programme is directed at what people know and how they can apply it in practice as the result of learning rather than the means used in order to achieve those outcomes (Garson *s.a*; Hallendorff 2002:6). In an outcomes-based approach the desired or intended outcomes are form the basis for all curriculum processes. Programme developers use such outcomes in a specific context to design and implement programmes of learning that will help learners to achieve these outcomes. A definition of agreed outcomes is the point of departure and outcomes can range from generic outcomes to highly specialized ones (Garson *s.a*; Hallendorff 2002:6). Once the agreed outcomes have been decided upon the designing and use of effective and appropriate assessment tools and processes enable people to determine whether the outcomes were achieved.

Hallendorff (2002:6) explains the three interrelated pillars as follows:

Figure 4.3: Three pillars of the outcomes

LEARNING	→ →	OUTCOMES	← ←	ASSESSMENT
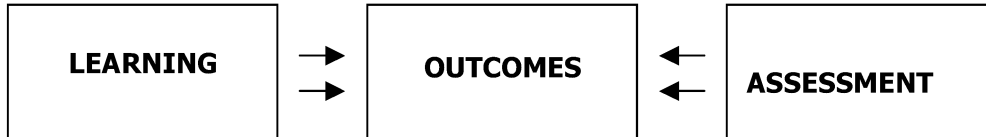
Source: Hallendorff (2002:6).

The outcomes will be described in terms of what the learners must be able to do at the end of their learning experience. The assessment will be made against the outcomes using appropriate assessment instruments. Outcomes of learning therefore happen when learners actively do observable things using the skills, information, values and dispositions they have acquired (Geyser 2004b:145).   The success of outcomes-based education will also depend on the quality of the facilitators' facilitation and teaching skills, their content knowledge, their ease with various teaching methods, and their access to learning programmes and textbooks (RSA DoE 2000:21).

A wide range of assessment activities can be employed to develop and improve the facilitator's efficiency and to ensure that the learner achieved the necessary outcomes.

Assessments are developed in order to assess learners' knowledge, skills and dispositions holistically and, in particular, their higher-order thinking skills in real-life contexts. According to Killen (2002:18) assessment procedures should be valid (assess what is intended to be assessed), reliable (supply results consistently) and fair (not to be influenced by any irrelevant factors).   Assessment should be comprehensive and clear and reflect the knowledge and skills that learners are supposed to learn.   Every learner should be given the opportunity to learn important issues as well as something they do not already know. It is important that assessment demonstrates the individuality of every learner. Figure 4.4 explains formative and summative assessment.

Figure 4.4: Formative and summative assessment

SUMMATIVE ASSESSMENT

- **The purpose is to decide how a learner performs in terms of pass or fail – that is, what the allocated mark communicates to the learner. Often in the form of tests and examinations.**

- **Feedback is formal and usually consists of marks and some comments.**

- Takes place continuously during teaching and learning.
- Gathering of evidence of the learner's competency.
- Require various kinds of feedback.
- Inform further teaching and programme development.

SIMILARITIES

FORMATIVE ASSESSMENT

- **The purpose is to help learners identify weak and strong points, redirect the learner, give them another opportunity to try again, without judging them.**

- **Feedback is often informal, usually consisting of qualitative comments and advice on how to improve the performance.**

Adapted from Geyser (2004a:94).

The above table illustrates both the differences and the similarities between summative and formative assessment. Both are equally important, but one can be applied more often depending on the learning situation. Although both assessment procedures are a continuous process, the summative assessment takes place at the end of the instructional learning process while formative assessment takes place mostly on an ongoing basis. Formative assessment ensures relevancy and is a form of encouragement to learners because potential errors may be identified and corrected early in the learning process (Carl 1995:121).

To help home schooling parents achieve the necessary outcomes during the training programme, they will engage in various formative assessment activities to demonstrate necessary outcomes related to their experiences as a home schooling parent(*vide* Appendix G).

Although parents will be assessed in a formative way during the training programme they will also be expected to gain knowledge on how to assess their children in both the formative and the summative ways of assessment. In the home schooling situation the tendency may be more towards the formative assessment because of the informal situation as parents will continuously involve learners in activities, correct them, and redirect them until they demonstrate the required outcomes. Summative assessment, however, is also critical as parents need to know whether their children are making progress and have reached the required standards at a given period. These assessments include an end-of-module or unit exams, or end-of-course or programme assessments. The outcomes of these assessments are usually percentages or grades which parents use to determine the achievement levels of their children (Nicholls 2002:107).

4.6 THE CONCEPT OF LEARNING

Learning events are the building blocks of a learning programme and optimum learning requires a rich, cultural, social and physical environment (Diamond 1998:14). Current theories view learning as constructive, self-regulated, goal-directed (outcomes directed), cumulative, collaborative, situated, different for each individual, and also as a process in which individuals construct their own knowledge and understanding of facts, concepts, and processes (Bagley & Hunter 1992:22; De Corte 1996:35). Benjamin, Bessant and Watts (1997:130) define learning as "what happens when you can do or think or be something or someone you couldn't do or think or be before". Learning occurs in different ways and every person deserves to approach learning in such a way that it is most appropriate and beneficial to him/her and that it can be most successful.

To motivate their children and to ensure that they are successful in their learning, home schooling parents realise that they, as educators of their children, need to develop knowledge, skills or capabilities of varying kinds. This is an ongoing activity for parents and they must endeavour to achieve this to the best of their ability (Part A Guidance 3 (xiii) 2004). The relevance and purpose of learning creates responsibility and curiosity for future learning.

It is more important to be aware of what learners do when they learn than to specify how they are taught. The learning activities should enhance the development of knowledge, understanding and skills expressed in the learning outcomes. The learning activities in a programme are carefully designed and organised to communicate particular knowledge and to develop the skills pertaining to a specific learning outcome that is in line with an outcomes-based programme (Ernst 2003:23).

4.7 TEACHING AND LEARNING STRATEGIES

Teachers tend to teach the way they learn. An outcomes-based approach expects the teacher to follow a learner-centred approach rather than the traditional teacher-centred approach. The traditional, teacher-centred schooling method favoured the verbal-linguistic and logical mathematical intelligences.

An effective programme gives learners a clear picture of what they must be able to do at the end of the course. The clearer the picture the better their understanding of what their role will be and of the criteria that will be applied to determine their success or failure. Even the best programme, curriculum or course design will be ineffective if appropriate attention is not paid to the way teachers teach and how learners learn (Diamond 1998:3,191). It remains the prerogative of the trainer or facilitator to decide on an appropriate strategy, which should be in line with the learner's specific style of learning. Parents will be made aware in the training programme *(vide* Appendix G, theme 4) that children have unique learning styles which the parent's style of teaching should accommodate.

4.7.1 Teaching strategies

Teaching strategies include the methods, activities, techniques, resources, visual and other aids as well as procedures included in a programme to ensure that learners have every opportunity to succeed in their learning (Jacobs & Chalufu 2002:122). There is definitely more than one answer when it comes to teaching strategies. Trainers, teachers, facilitators and parents must decide whether they will apply traditional teaching

methods (teacher-centred) outcomes-based (learner-centred) learning, resource-based learning, flexible learning ways or communications technology. The specific teaching methods applied will be decided in the light of the learning experiences designed for learners. Teaching and learning activities recognise that learning takes place in periods of conflict, surprise, over periods of time and through social interaction. Teaching activities that provide the teacher with feedback about the progress of the learner's learning is invaluable (Part A Guidance 3 (xiii) 2004). Cowan in (Part A Guidance 3(xiii) 2004) is of the opinion that teaching is: "The purposeful creation of situations from which motivated learners should not be able to escape without learning or developing".

All learning programmes require the necessary learning materials and aids to speed up the learning and mastery of specific knowledge and skills, as well as to specific attitudes and values. Activities are therefore implemented to ensure that learning opportunities are created. De Corte (1995:116) is of the opinion that the three basic didactic methods, namely recital, self-activity and discussion, are important in order to promote learner-teacher interaction and to create as many learning activities as possible. With the recital method the teacher presents the content. This method is also referred to as the teacher-centred method. The self-activity method also referred to as the learner-centred method expects the learner to carry out the activity while the teacher facilitates the learning activity. The discussion method refers to the continuing interaction between the teacher/facilitator and the learner. De Corte (1995:116) further asserts that group work ensues from these three teaching and learning strategies.

4.7.1.1 *Group work*

A group consists of more than one person who often shares the same ideals, goals and purposes. Group work is a two-way communication process happening on two levels, namely the object or verbal level (the actual words) and the meta or non-verbal level or interpersonal dynamics (Allen, Mehal, Palmateer & Sluser 1995:109). How groups function and develop is described by Benjamin *et al.* (1997:105) as the life cycle of groups. These stages are classified as forming (getting to know you), storming (who has

the power of authority), norming (getting along together) performing (getting on with the job) and mourning/reforming stages (things are coming to an end or are changing).

Group work covers any activity involving working with others, for example situations in which learners communicate among themselves with regard to learning content. Learning together in groups, also referred to as co-operative learning, provides learners with a different learning experience to that found in the traditional approach to learning (teacher-centred).

4.7.1.2 *Co-operative learning*

Co-operative learning occurs in small groups or teams and is a strategy where learners with different levels of abilities and experiences apply various learning activities to improve their understanding of a topic or subject. Learners in the group assist one another in their learning, thus creating an atmosphere of academic achievement. Opportunities for the development of critical thinking and teamwork skills are also created as well as for enhancing self-confidence and motivation (Balkcom 1992:1).

Parents attending the training programme will work in groups and share in their home schooling experiences. Parents will further participate in their groups in various activities where they will for example write down their thoughts on the specific content under discussion and thereafter share it with a partner or group members. They will also probe each other, exchange ideas for complete understanding as well as development skills. These skills in co-operative learning will enable parents to apply similar techniques in their home schooling situations, especially in families with two or more children who are old enough to engage in co-operative learning.

Group work (*vide* 4.7.1.1) is an efficient, effective and productive method of learning and much of the best kinds of learning in groups happens by means of experiential methods (learning by doing) (Benjamin *et al.* 1997:131).

4.7.1.3 *Experiential learning*

Group work and activities in group work must be included in the design of a programme. Working in a group has several advantages, one of the most important being the development of competent learning practices by means of a "hands-on" experience. Learning-by-doing requires of a learner to be active. More learning occurs from concrete experience rather than from an abstract concept. Although the educational researcher Kolb is an advocate of the latter method, he includes both the active and the passive methods of learning in his experiential learning style cycle model (*vide* Figure 3.1) (O'Sullivan, Rice, Rogerson & Saunders 1996:57).

Experiential learning usually takes place during role-play, simulation, dramatisation, socio-drama, the studying of case studies, laboratory experiments, sensitivity training and advanced learning (Carl 1995:118). In conclusion, experiential learning, specifically in a co-operative group, is very powerful as it enables the learner to learn and reflect from direct personal experiences.

During the training workshop parents will participate in activities such as dramatisation and role-play which will equip them with the skills they can apply in their home schooling.

4.7.2 Explanation of the programme content

The content of a programme, lessons, units or themes, refer to the subject matter or the learning material being taught and is of knowledge; skills- and value-orientated. Knowledge-orientated content focuses on helping learners to gain new information. Skill-orientated content is based mainly on helping learners to develop a new ability or aptitude to do something. Value-orientated content refers mostly around to helping learners understand and acquire good values, for example when they learn to be honest, loyal, hard-working or kind-hearted. The important aspect of these types of content is that they cannot be separated because knowledge, skills and values are learned simultaneously in nearly every lesson (Jacobs & Chalufu 2002:96).

In developing a programme, the information included should be as recent as possible and relevant to the aims of the programme. The learning experiences and content must be sensitive and considerate towards the prior experience and understanding of the learners, regarding issues of gender, ethnicity, and religion, and be culturally inclusive. Information or knowledge must be supported by reference to relevant sources of information (Part A Guidance 3(xiii) 2004).

4.7.3 Learning support materials

In general learning materials are categorised as learning materials for the presentation of information and knowledge, for practising what was presented, and for getting feedback on practice (Ernst 2003:23). Ernst (2003:23) further distinguishes between learning aids and instructional aids. Learning aids are developed to help learners master learning outcomes whereas instructional aids help instructors and trainers improve the quality of their presentations. In this age of technology, access to computers and other technological devices is important. Facilitator/trainers must be equipped to apply this technology in the daily teaching and learning situations in the learning environment. Technology will be utilised as learning tools; not merely as games or rewards.

In order to promote good teaching and learning, learners should have the opportunity to advance academically with the use of technology, to acquire techniques in using such technology, and consequently to be more equipped for success in the current technological society (Gardner 2004). A well-resourced learning facility should include readers, atlases, dictionaries, stationery, teaching equipment, such as maps, charts, globes, skeletons, as well as equipment and consumable materials for certain subjects (RSA DoE 2000).

In the home schooling situation parents are not only co-learners with their children but also their home schooling teacher, facilitator of learning and parent. Parents must adapt their teaching strategy to suit their children's learning styles. In many instances the type of home schooling curriculum parents use will dictate the teaching strategies they can apply. Parents often use the strategies indicated by the curriculums as guidelines to

direct their teaching but experiment with other strategies to ensure that their children benefit from the learning experiences.

4.8 ORIENTATION AND INTRODUCTION TO THE PROGRAMME

The themes in the programme (*vide* Appendix G) will start with an icebreaker to relax the parents attending the programme and to introduce them to one another in a light-hearted and relaxed way. Expected outcomes of the training programme will be explained to the attendants with the onset of the programme.   The facilitator of the training programme will give attendants an opportunity to peruse the training programme briefly, and to voice their opinions, suggestions and expectations with regard to the content of the programme. Last minute alterations will be made to the programme, if necessary.

4.8.1   Intended programme outcomes

Outcomes design requires caution based on the rationale of the programme and the learners for whom the programme is intended.   Outcomes, in particular the learning outcomes, aim to produce knowledge and understanding, values, attitudes, skills, subject specific and non-subject specific. These outcomes must be measurable in some way, realistic, specific, and achievable. Clear and well-expressed outcomes help learners to identify their own targets, and then work systematically towards demonstrating their achieving these targets (Race 2001:10).

Outcomes must be achievable and realistic. Teaching and learning must enable learners to achieve the outcomes. It is important to be able to link each learning outcome to an appropriate set of assessment assignments or activities. This is not always easy and requires considerable imagination and thought (Race 2001:12; Part A Guidance 3(iii) 2004). The learning outcomes outlined earlier should be followed up at the end of each teaching and learning element and used as checklists. Learners should now check if they are 'able to…' or 'are they in a position to…' (Race 2001:14).

The learning outcomes of the training programme for home schooling parents will result in who can go home after this training session, better equipped for their task and more confident. Parents will have demonstrated through their participation in discussions, activities, filling in of inventories (about themselves, their children and other aspects), and drawing conclusions from these inventories, that they have gained knowledge, insight and understanding about themselves, their children and their unique home schooling situation.

4.8.2 Assessment

The ultimate purpose of assessment is to obtain information about learner's competence from the tasks they had to complete. Activities or tasks can be assessed in different ways throughout the learning process (*vide* 4.7). Continuous assessment (CASS) as specified by the RSA DoE (1997b:19) aims at the knowledge, skills and attitudes the learner needs to acquire and develop. Assessment in general includes tests and examinations, learners' portfolios, self- and peer assessment, projects and various other methods to measure achievement of outcomes.

Assessment forms the essence of a training programme design. Certain methodology, techniques and processes will be applied to encourage meaningful learning and understanding, and to establish whether learners have achieved certain learning outcomes. It is appropriate to give learners prompt, useful and definite feedback on their learning and performance. Assessment grading and practice will be based on criteria and not norm-referenced (Ernst 2003:23).

4.9   LIFE SKILLS TRAINING

Life skills training programmes for adults are a common event in the workplace. Facilitators of life skills programmes are often concerned about which life skills are the most important and should receive priority attention. Kruger (1998:15) is of the opinion that the most important life skill to achieve is the one required to cope with the situation at hand. Adults learn how to manage stress, conflict, how to communicate effectively,

how to be assertive and how to solve problems. Life skills programmes are aimed and designed to increase self-awareness and offer practical techniques for personal and professional growth.

Home schooling parents are mainly concerned with obtaining successful techniques and methods for home schooling. In other words, teaching skills (the how to) and the right curriculum. A challenge for home schooling parents is to learn how to be creative and to make learning fun, as it inspires their children's passions, interest, joy, curiosity, and self-discipline.

4.10 PROGRAMME EVALUATION

Evaluation of individuals and programmes is "an ever-present fact of life" (De Vos 2002a:374). Carl (1995:178) is of the opinion that programme facilitators need to evaluate their experiences of the training programme on an ongoing basis as well as during and soon after each of the design, dissemination and implementation phases for the development of the programme (*vide* Figure 4.1) or they will risk forgetting information.

During programme evaluation, trainers or facilitators assess the value of the standard of the curriculum, in other words how cost-effective, functional, acceptable and relevant it is for the target group, were the right resources utilised, and did it meet the outcomes (were the problems solved) of the programme (Carl 1995:178; De Vos 2002a:376).

Programme trainers can draw up a checklist (*vide* Appendix G) of questions they can ask themselves as a guide to self-evaluation. According to Nelson-Jones (1991:281), some of these questions are for example:
- To what extent did the home schooling parents achieve the overall outcomes in the programme?
- Am I satisfied with the programme I used and with the way it was designed?
- To what extent were the parents satisfied that they had attained their personal goals?

- Under what circumstances and how well did I use facilitation skills?
- How satisfied am I with the written training material (the hand-outs) I used?
- How satisfied am I with other material used during this programme?
- What were my strong and weak points with regard to role-playing, public speaking and demonstration?
- What aspects did I find rewarding and what did I find less rewarding?
- What did I learn about my style and skills for leading training groups?
- How will I improve my performance as a training group leader?

Home schooling parents who participated in the programme can also make a valuable contribution by evaluating what they have learnt and how helpful it was for attaining personal goals. Nelson-Jones (1991:283) refers to this questionnaire as the participant self-assessment questions. View examples follow:

- List each of your goals on joining this training programme. How satisfied are you with your progress in attaining each goal?
- In what specific areas do you feel you will be able to cope better as a result of skills and knowledge gained during the programme?
- How actively did you participate in the group activities?
- What, if any, negative outcomes and consequences has your participation in the group activities had for you?
- What would you like to add to the programme?
- What do you regard as unnecessary items in the programme?

The various experiences of working together in groups can also be evaluated in a questionnaire with a rating scale of 1, no good at all, to 7 excellent. In this manner the participants can state what they regarded as the strong points of the group, areas in need of improvement and any additional comments they wish to add in the spaces provided (Nelson-Jones 1991:284).

With this valuable information trainers can determine whether their programmes meet with the "necessary requirements". With this knowledge they can implement a better

and improved programme. This evaluation process is a cyclic process and can never be "perfect" or complete.

4.11 CONCLUSION

Important aspects with regard to the development of a training programme were addressed in this chapter. Programme designers need to determine the demand and identify needs or problems before they develop an appropriate programme. The design should be as flexible as possible and should emerge through the most effective processes.

Programme designers identify recognised needs and demands of a target group prior to designing a programme. A training programme must be feasible and certain important factors must be considered in designing the programme: the aims of the programme, the rationale, the stipulation of the intended learning outcomes with the focus on all the components in the programme, assessment techniques, the characteristics of the target group for whom the programme is intended, and the development of the programme. An outcomes-based education and training programme is directed at what people know and what they will be able to do as a result of learning. Another important aspect regarding the development of a programme is that it cannot remain static but is continually subjected to changes, thus the evaluation of the programme. The next chapter provides a description of the research methods applied in this study.

CHAPTER 5

A QUALITATIVE AND QUANTITATIVE ENQUIRY INTO THE DEVELOPMENT OF A TRAINING PROGRAMME FOR HOME SCHOOLING PARENTS

5.1 INTRODUCTION

The concepts discussed in Chapters two and three explained the role of a home schooling parent as a parent, home school facilitator, and adult learner. These aspects provided a specific profile of home schooling parents, namely that they are literate, that some parents passed Grade 12, while others obtained university degrees or certificates at FET colleges (*vide* 6.3.3.1; 6.3.3.2 and 6.3.3.3). It was also stated that home schoolers are a group of people mainly concerned about the education and learning of their children and are active participants in the decisions that affect their lives and those of their children.

The important question remains, however, whether these parents are "qualified" to play the very important and responsible role of the parent who has to educate and facilitate the learning of their children.

Freire wrote "If I perceive the reality as the dialectical relationship between subject and object, then I have to use methods for investigation which involve the people of the area being studied as researchers; they should take part in the investigation themselves and not serve as the passive object of the study" (Gaventa 1991:121). Bearing in mind this observation of Freire, the researcher wishes to break down the barriers between researchers and the researched, and between the subjects and objects of knowledge

production through the participation of home schoolers for themselves in the attainment and construction of their knowledge.

Therefore, the starting-point of any research project should be the question the researcher wants to answer (Babbie & Mouton 2001:490). The questions the researcher aims to answer are clearly set out in paragraph 1.5, whereas the how and what will be addressed in this chapter.

In the ensuing paragraphs, aspects such as research paradigms, sampling, piloting, research ethics, validity, reliability, research instruments and analysis of the data will be discussed as important factors that form the basics of any reliable research.

5.2 THEORETICAL PERSPECTIVES ON QUALITATIVE AND QUANTITATIVE RESEARCH

Certain mechanisms of quality control must be built into the research process to ensure that the research results are credible, trustworthy, valid, reliable, unbiased, value-free and objective. Neuman (2003:141) is of the opinion that "[o]pportunities for being biased, dishonest, or unethical exist in all research". To link up with Babbie and Mouton (2001:124), Neuman (2003:141) refers to the tension that often exists between the criteria of reliability and validity and whether the research actually shows what it claims to show. In the end, it is important to integrate the concept of reliability with that of validity and develop an understanding of the relationships between reliability and validity in measurement *(vide* Table 5.1). McMillan and Schumacher (2001:166) assert that not every potential source of error can be fully controlled in research, but there are principles for planning research in order to minimise such influences. Babbie and Mouton (2001:277) furthermore postulate that just as a quantitative study cannot be considered valid unless it is reliable, a qualitative study cannot be called transferable unless it is credible, and therefore cannot be deemed credible unless it is dependable.

The typical nature of what qualitative and quantitative research methods should be and, more importantly, what they should not be is described in Table 5.1.

Table 5.1: The objectivity, subjectivty, reliability, and validity of research

Adapted from Babbie and Mouton (2001:276); Delport (2002: 168); De Vos (2002b:351); Maykut and Morehouse (1994:146); McMillan and Schumacher (2001: 243,244); Neuman (2003:497).

OBJECTIVITY	SUBJECTIVITY	UNBIASED	VALUE-FREE	RELIABILITY	VALIDITY	CREDIBILITY/ TRUSTWORTHINESS
1. Objectivity is the opposite of subjectivity and means outside, observable, accurate, truthful, factual, real, stable, and consistent. 2. Created by a distinct logical procedure; no personal or inconsistent decisions; usually follows a set of rules established beforehand.	1. Subjectivity is the conscious and unconscious thoughts and emotions of researchers and their ways of understanding their relation to the world. 2. Subjective means to be partially true, doubtful and less-than real.	1. Non-random inaccuracies are removed; systematic error is not allowed, and it is technically correct. 2. Personal prejudice and cultural values play no part; personal opinion serves no purpose; no unexplained views; impartial.	1. No metaphysical values or assumptions; no room for philosophical reasoning; absence of moral principles. 2. Personal prejudice and cultural values play no part; personal opinion serves no purpose; no unexplained views; impartial.	1. Reliability refers to the consistency and replicability of measurement methods, conditions and results (quantitative). 2. Reliability cannot be calculated but only estimated (qualitative). 3. Reliability is also called dependability, consistency, and accuracy.	1. Research based on fact or evidence. Capable of being justified or measured. 2. Internal validity is the extent to which results can be interpreted accurately and confidently. 3. External validity is the extent to which results can be generalised to populations, conditions, and situations.	1. To ensure accurate description and identification of the subject because error reduces credibility of the results. 2. Credibility refers to the extent to which the results border on reality and are judged to be trustworthy and reasonable.

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One of the most difficult tasks of researchers is to adhere to all the aspects outlined in Table 5.1. Certain research methodologies make it "easier" for researchers to follow the rules, for example in quantitative research objectivity comes naturally because of the techniques applied by the quantitative researcher. To ensure that a measuring instrument is reliable and valid, possible measurement errors should be avoided and excluded as far as possible. When, for example, a questionnaire is compiled care should be taken to avoid errors. The researcher attempted to avoid ambiguous writing, and included a glossary for unfamiliar terms (*vide* Appendix A). According to McMillan and Schumacher (2001:259), biased items or terms in the compilation of the questionnaire should be avoided as these may lead to particular responses that can influence the validity and reliability of the study. The researcher also conducted interviews (*vide* 5.4.4), which were felt to be necessary in the validity and reliability of the study. Moreover, qualitative and quantitative research styles have something valuable and unique to offer.

5.3   QUALITATIVE RESEARCH VERSUS QUANTITATIVE RESEARCH

Qualitative and quantitative researchers appear to have much in common. Both must collect and analyse data (Neuman 2003:139). Both methods can be supportive of their understanding of the many factors that have an impact on education (Wiersma 1995:13). However, the general design or layout of their research as well as the purpose of their research differs. Such differences may include for example, an unparalleled or a technological approach where a logic design is applied, a linear or non-linear research route followed, verification methods applied, and in the final stage the compilation of the research question (Neuman 2003:145).

5.3.1 Interactive techniques/non-interactive data collection

Data collection can be quantitative (i.e. expressed as numbers) or qualitative (i.e. expressed as words, pictures, or objects) (*vide* Table 5.2). Scientists or researchers use data to reject or support theories (Neuman 2003:8).

Techniques used for data collection in qualitative research are either interactive or non-interactive or both depending on whether or not the researcher interacts with the participants. Interactive techniques are processes according to which the researchers are involved with the participants mostly in a natural setting, in other words, describing and explaining the phenomena as they occur in routine, ordinary, natural environments. Non-interactive techniques refer to the techniques of data collection in which there is no interaction with the participants. The general method of data collection will include participant observation, collection of relevant documents, in-depth interviews, the taking of specimen records, and oral histories (Hitchcock & Hughes 1995:296; Maykut & Morehouse 1994:46; Wiersma 1995:215). Interviews are the most commonly used method to collect data in national surveys in South Africa (Babbie and Mouton 2001:249). Qualitative and quantitative research methods will subsequently be explained in the following paragraphs.

5.3.2 Defining qualitative research

Qualitative research refers to processes that are not experimentally examined or measured in terms of amount, quantity or intensity. A qualitative researcher describes phenomena in words and images from personal documents, unstructured interviewing, and participant observation (Babbie and Mouton 2001:646; Denzin & Lincoln 2000:3,8; Johnson and Christensen 2004:360; Neuman 2003:145; Wiersma 1995:12).

Despite the fact that qualitative researchers can become very involved with their research, they are frank and open about their personal involvement. McMillian and Schumacher (2001:411) refer to the disciplined subjectivity where the inquirer is part of the setting, context and social phenomenon that the researcher seeks to understand. Researcher's choices and actions often determine the design or strategy of the research thus establishing a research strategy best suited to their research (Babbie and Mouton 2001:646; Fouché 2002:272; Johnson and Christensen 2004:363; Neuman 2003:141). Qualitative studies aim to provide an in-depth description of a group of people or a community. They are concerned with objects in their natural setting, attempting to

make sense of, or to interpret, phenomena in terms of the meanings people attach to them.

Ethnographic design is a qualitative research procedure (*vide* Table 5.2) where a particular group's beliefs, needs, behaviours and language are described, interpreted and analysed (Creswell 1995:436; Thomas 2003:36; Wiersma 1995:254). All the aspects of a group relate to a generalised description of that specific group of people, in this study the home schooling parents. This particular group has one common general aim: to educate their children in such a way that it will benefit their children.

Futhermore, these descriptions are about the lives and the world of the group or people being studied, and provide inside perspectives of the people and their practices (Mouton 2001:148). Janesick (2000) summarises qualitative research design as "an act of interpretation from beginning to end".

In this study a multi-method approach was applied *(vide* 5.3.4) to explore the nature of the home schooling parent as a parent, an adult learner (*vide* Chapters two and three), and a facilitator of learning which requires certain skills, attitudes and beliefs in their unique home schooling environment. Quantitative and qualitative methodology was used to analyse the results from questionnaire data, and qualitative methodology was used to analyse the interviews.

5.3.3 Defining quantitative research

Quantitative researchers emphasise objectivity and techniques that are more "mechanical". They measure by means of numbers, analyse their data by means of statistics, apply the principle of replication, and follow standarised methodological procedures. Table 5.2 provides a more comprehensive description of the differences between qualitative and quantitative research (Neuman 2003:145; Wiersma 1995:13, 14, 214).

Table 5.2: Qualitative research versus quantitative research

Qualitative research Ethnographic/historical	Quantitative research Experimental/quasi-experimental and survey
1. An inductive approach applies in this situation where data collection is carried out without any preconceived hypotheses or theories.	1. A deductive theoretical approach applies and is largely causal (cause and effect).
2. Understanding social phenomena with social being used in a broad sense.	2. The emphasis is on facts, relationships, effects, and cause.
3. A theoretical or grounded theory which is a theory based on data and the unscientific.	3. Theory-based. Unable to capture the subjects' perspective, abstract, and based on flat descriptions.
4. Holistic inquiry of the natural setting where facts and values are intricately mixed.	4. Focused on individual variables, factors, separate facts, and values.
5. Context-specific with the inclusion of the researcher.	5. Context-free generalisations.
6. Observer-participant and interaction with the subjects being studied.	6. Detached role of researcher.
7. Relies on narrative description. Nature of the data collected in qualitative research is soft data in the form of impressions, photos, words, sentences, documents, observations, interviews, case studies, interpretative analyses and transcripts.	7. Relies on statistical analysis with hard data in the form of numbers from precise structured measurement, for example questionnaires, checklists or indexes.
8. The research design is less structured and more flexible, obviously because of the context, nature and purpose of the research. Involves multiple research methods.	8. Research procedures are standardised and designs are predetermined.
9. This research follows the naturalist paradigm and is rooted in postmodern research. Qualitative research emphasises the human factor and researchers become involved with the people or events from the insider's perspective.	9. Research is firmly rooted in positivism and linked with the scientific method. Reese in Wiersma (1995:13) defines positivism as "a family of philosophies characterized by an extremely positive evaluation of science and scientific method".

Adapted from Gay (1992:239); Denzin and Lincoln (2000:3); Johnson and Christensen (2004:28); Maykut and Morehouse (1994:43-47); Neuman (2003:89); Wiersma (1995).

Overall, both research methods have great relevance and value for the improvement of educational research. As explained in the following paragraph, both can in fact be supportive of each other in understanding the many factors that impact on education. Maykut and Morehouse (1994:46) assert that formal instruments such as tests and questionnaires usually applied in quantitative research can also be used in a qualitative study. In this study, both these approaches, also referred to as multi-method strategies, were applied (*vide* Chapter six).

5.3.4 Multi-method strategies

Applying both the qualitative and the quantitative methods in a survey allows for triangulation in data collection and data analysis (McMillan & Schumacher 2001:408).

Triangulation was applied in this study by using both qualitative and quantitative methods of research *(vide* Table 5.2 and Chapter six). Denzin in Wiersma (1995:263) asserts that triangulation can take many forms, but is basically a combination of two or more different research strategies in the study of the same empirical units. Neuman (2003:138) and Janesick (1994:209) distinguish four types of triangulation, namely triangulation of measures, which means measuring the same phenomena in different ways; triangulation of observers, for example where one researcher conducts interviews or is the only observer of people's behaviour; triangulation of theory is the application of more than one perspective in the initial stages of the research, or during the interpretation of the data; and triangulation of method occurs when researchers mix the qualitative and quantitave methods of research and data.

The main aim of the researcher with the application of triangulation in this study was that each source would hopefully contribute to the information that would complement each other, as well as to demonstrate that similar conclusions could be obtained (Hilton 2002). Neuman (2003:139) asserts that mixing of these methods can occur sequentially, first the one and then the other, or also by using both simultaneously. In this particular study the researcher began by using a structured questionnaire consisting of both qualitative and quantitative style questions (*vide* 5.4.3) (Babbie and Mouton 2001:277;

De Vos 2002b:341,366; Wiersma 1995:264). This was followed by interviews conducted with parents and with education specialists from the Free State Department of Education concerned with home schooling in the Free State. Wiersma (1995:263) is of the opinion that triangulation is essentially a qualitative cross-validation. It can, furthermore, be conducted among various data-collection methods or different data sources.

One method, however, can also be the more dominant and the other the less dominant. In other words, for the purposes of this study the researcher applied the quantitative method within the single dominant paradigm, that is the questionnaire (*vide* 5.4.3.1; 5.4.3.2 and 5.4.3.3), with one small component of the overall study taken from the alternative paradigm, that is the telephonic interviews with parents as well as the interviews with the education specialists (*vide* 5.4.4). This is in line with what Neuman (2003:139) articulates namely that the various methods usually have different complementary strengths, and that they can also be supportive of each other in understanding the many factors that impact on education.

Triangulation can also minimise the researcher's bias and enhance the validity of the findings (Hilton 2002). Hilton (2002), however, points out that some scholars believe that quantitative and qualitative approaches should not be triangulated, because mixing the methods is method slurring and sloppy research. There is an ongoing dispute regarding whether or not the two research methods mentioned above are suitable partners, given their broad theoretical discrepancies. Both methods have great relevance for the improvement of education and provided a richer context for interpreting and validating the results of this study.

5.3.4.1 *Validity*

The experience and expertise of home schooling parents, as reflected in the questionnaire [*vide* Appendices A and B and the interviews (*vide* Appendices C and D)] were systematically analysed and the research process was accurately described in an attempt to add validity to this study. Information was drawn from both qualitative data (interviews and open questions in the questionnaires) and quantitative data

(questionnaires), which were merged to gain an understanding of the research problem (*vide* 1.5 and 5.3.4 and Chapter six).

5.3.4.2 *Reliability*

The research process used in this study (*vide* 5.3.4) as well as the background knowledge of the researcher (*vide* 5.6) contributed not only to the validity, but also to the reliability of this research. A pilot study conducted prior to distributing the questionnaire also improved the reliability of the study (*vide* 5.4.1). The purpose of the pilot study was to rule out the presence of ambiguous items, thus ensuring that the design and instructions of the questionnaire were understandable. The use of a multi-method strategy (*vide* 5.3.4) in the data collection and analysis process enhanced the reliability of the study.

The researcher is of the opinion that the telephonic and the face-to-face interviews added to the validity (*vide* 5.3.4.1) and the reliability of the questionnaire survey for the following reason: By using the questionnaire and by discussing it with her supervisors, the researcher realised that she needed more information.   The additional information was obtained from personal interviews, and the experience was that parents willingly shared information. The parents appeared at ease and the researcher assured them of the anonymity of the interviews. During the interviews, however, the researcher experienced that most of the parents interviewed had no objection to revealing their identity.   In the following paragraph the techniques applied by the researcher in the collection of data will be discussed in more detail.

5.4 DATA COLLECTION TECHNIQUES

Research involves data collection of all the variables in the study. The researchers decide on the approaches and techniques for gathering all the information, and the method or methods they select should be the most appropriate for answering the research question. Most qualitative inquiries make use of multiple data-collection strategies (McMillan & Schumacher 2001:39,180).

A detailed literature study was conducted, for which both primary and secondary sources were consulted. The literature review presented information in several areas, and national and international perspectives were gained. These include information mainly on home schooling in general (*vide* Chapter one), the home schooling parent as parent (*vide* Chapter two), and the home schooling parent as adult learner (*vide* Chapter three). Literature on the design and evaluation of training programmes were also covered *(vide* Chapter four). The Internet served as a valuable source of information.

As previously mentioned, one of the multi-method data-collection strategies applied in this research project is a structured questionnaire that was sent to home schooling parents *(vide* Appendix and 5.4.3). Questionnaires were preferred as more parents could be reached.

Home schooling workshops conducted by the Free State Department of Education in Sasolburg, Bethlehem and Bloemfontein on 2, 9 and 16 September 2003 enabled the researcher, who participated in the workshops (Appendix F), to experience home schoolers "first-hand". Despite the fact that these parents were not observed in their natural home schooling setting and that the aim was not to interview parents at that time, the close contact with so many home schooling parents was of great value. By observing, listening and talking to these parents who home school their children, the researcher learned a great deal about their concerns, joys, successes, uncertainties and doubts, as well as about their home schooling experiences in general. Four of the survey questionnaires *(vide* Appendix A), identical to those posted earlier to parents, were handed out to "new" home schooling parents at these workshops. These parents did not receive questionnaires through the mail because they were not registered (and not on the mailing list of registered home schoolers); others were still in the process of deciding whether they wanted to home school; and other parents had had a change of address. The questionnaires were completed and returned to the researcher at the workshop. A few parents who had received the questionnaires earlier through the post and completed them brought them to the workshop and handed them personally to the

researcher. Important aspects with regard to the questionnaire applied in this survey will be highlighted in the following paragraphs.

5.4.1 Pilot study

It is highly recommended that researchers conduct a pilot study of the specimen questionnaire before using it in their research. The researcher conducted a pilot study for the reasons suggested by Babbie and Mouton (2001:254), McMillan and Schumacher (2001:267), and Neuman (2003:244), namely to test the relevancy of the questionnaire; to add validity and reliability to the study *(vide* 5.3.4.1 and 5.3.4.2); to provide the participants with opportunities to identify ambiguous and confusing language; to obtain possible patterns or trends of results, and to identify problems for both respondents and interviewers. According to Wiersma (1995:183), it is best, as the researcher did, to select a sample of respondents with characteristics similar to those used in the study.

Three to 10 people can complete a pilot study questionnaire. According to Babbie and Mouton (2001:244) as well as Gay (1992:229), and this seems to be in line with what was done in this study. Five home schooling parents and an education specialist from the Free State Education Department concerned with home schooling matters were approached for suggestions and comments on the pilot questionnaire in this study. If more than one language group is involved, for example, in this study Afrikaans and English, it is necessary to test the questionnaire with representatives from each group (Babbie & Mouton 2001:244; Gay 1992:229). There were representatives from both groups, although the majority of participants in this pilot study were Afrikaans-speaking.

All but one of the participants in the pilot study were from the Bloemfontein area. A participating father from the Cape Province was no longer home schooling his children at the time of completing the questionnaire. His opinions were valued, because he was an experienced home schooling father. Certain suggestions and recommendations were taken into consideration before the questionnaire was finalised. Minor alterations were made to the layout and the wordings of the questionnaire before the final product was mailed to parents. Some alterations included the following: The education specialist from

the Education Department informed the researcher about other home schooling curricula which were added to the existing list on the questionnaire (*vide* Appendix A, Question 48). One of the parents who participated in the pilot study was very critical of the questionnaire and explained (in writing on the questionnaire) that she was very negative towards this type of questionnaire and that she did not regard them as valid and reliable. Furthermore, she postulated that some questions did not apply at all to her situation. Interestingly enough, this person approached the researcher at the workshop a few weeks later and apologised for being "over-critical" in the pilot questionnaire. She mentioned that she was rather "unhappy" about her home schooling situation on the day she completed the pilot questionnaire, and stressed that I (the researcher) could rely on her support and also wished me good luck with my research. She did, however, suggest minor changes in the pilot questionnaire she had completed, which the researcher took into consideration.

The final questionnaire was compiled according to the perspectives gained from the literature, the pilot study, the supervisor and the co-supervisor. The revised questionnaire of the pilot study was ready to be mailed to the selected subjects. A cover letter included with the questionnaire was a very important part of the survey, as it contained valuable information on the research.

5.4.2 The cover letter

A cover letter mailed with every questionnaire briefly explained the purpose of the questionnaire, what was expected of the respondent, and stated that their cooperation would be greatly appreciated (*vide* Appendix A). This letter ensured the anonymity and confidentiality of the respondents, and may have increased the truthfulness of responses. The importance of a well-written cover letter should not be underestimated. The researcher ensured that a clear straightforward explanation of what was expected of the respondents and why it was expected was provided. It was hoped that this would motivate them to complete the questionnaire. The letter also emphasised the purpose, importance and significance of the research. Both the researcher and her supervisor signed the letter. A deadline date by which the completed questionnaire had to be

returned was given. The researcher allowed four weeks, which would give respondents sufficient time to complete the questionnaire. The respondents were also reminded of the enclosed, postage-paid envelope. Gratitude and appreciation for completing the questionnaire were expressed at the end of the questionnaire. The above important aspects with regard to the contents of a cover letter correspond with the opinions of Gay (1992:226), Schomburg (1995:39); Van der Merwe (2003:40,) and Wiersma (1995:183).

5.4.3 The questionnaire

The questionnaire is one of the most common and widely used instruments in research. With a questionnaire information can be obtained from a large number of respondents, covering a large geographical area, within a brief period of time. The researcher will outline the analysis of the questionnaire in Chapter six.

The questionnaire was structured in such a way as to obtain insight into the parents' experience or lack thereof, as well as their skills and concerns about home schooling. This is in line with what McMillan and Schumacher (2001:40, 257) advocate, namely that the questionnaires used in a study must contain various instruments where the subjects must respond to written questions in order to elicit attitudes, beliefs and reactions. These questionnaires give parents the opportunity to be "heard", to reflect on their experience, their needs, to express and formulate, and to provide suggestions and ideas of their vision of their home schooling experiences and needs (McCaleb 1994:61).

A questionnaire has the same questions for all subjects and is relatively economical, using statements or questions and ensuring anonymity (Neuman 2003:126 and 269). The questionnaires in this study were completed anonymously to ensure that parents had no "fear" of being identified. Some home schooling parents are under the impression that they can be prosecuted and that Education Department officials will be alerted about their home schooling and that they will be inspected by such officials. Many parents wrote their names and addresses on the returned questionnaires, although this was not required of them. A few also wished the researcher good luck with her research. Furthermore, this questionnaire consists of closed, also called

structured, selected response or forced-response questions, and open-ended questions, which is in line with the assertions of McMillan and Schumacher (2001:261); Mutchnick and Berg (1996:118); Van der Merwe (2003:34).

The majority of questionnaires were mailed. The content of the questionnaires is aimed at parents of home-schooled children. The researcher made the instructions clear and concise, using simple and direct language, and made items (questions) as brief as possible (Neuman 2003:126). Both open-ended and closed questions were included in the questionnaire (*vide* 5.4.3.1 and 5.4.3.2). Questions not asked in the questionnaire were asked in the unstructured interviews (*vide* 5.4.4), which followed later.

During August 2003, 160 questionnaires were primarily posted and distributed in the Free State. Questionnaires were both in Afrikaans and in English, and the researcher used the registered home schoolers list from the Free State Department of Education to establish who should receive English and who should receive Afrikaans questionnaires. The only lead the researcher had with regard to the parents' home language was that some addresses on the list were written in English and others in Afrikaans.

The researcher's initial aim was to conduct the research in South Africa, but it was decided that the home schoolers in the Free State could be a representative sample of the larger population of home schoolers in South Africa and probably in the rest of the world *(vide* 5.5). Moreover, the researcher decided to study a smaller group in order to produce accurate generalisations about the larger group of home schoolers in South Africa, as Neuman (2003:210) proposes accordingly.

A quantitative non-experimental research method with a qualitative enhancement dimension was applied by way of the open-ended questions (*vide* 5.4.3.1). Home schooling parents were invited to participate and provide the researcher with insight into their lives and thoughts by responding to the open-ended and closed questions in the questionnaire.

5.4.3.1 *Open-ended questions*

Open-ended questions in the questionnaire required of the respondents to respond freely and write down information and their feelings with regard to the research topic (Wiersma 1995:181). To obtain some order among the raw data, all responses to open-ended questions (the qualitative data) were captured, organised and categorised. The researcher organised all the "similar" answers under designated categories in order to retrieve the relevant parts more quickly (Neuman 2003:442). These were typed on a Microsoft Word programme on the computer.

With this type of question the researcher further intended to elicit brief and more interpretative answers from the respondents. The open-ended questions in the questionnaire were very useful, because the researcher was interested in learning how home schooling parents think about given issues. Many questions require exceptional perseverance, reliability and a special feeling for emphasis shifts in the responses from the decoder. This was also the experience of the researcher, which correlates with what Babbie and Mouton (2001:234), Delport (2002:179), and Mutchnick and Berg (1996:119) articulate. The researcher classified the responses to each open question in different categories. The same was applied in the interviews.

5.4.3.2 *Closed questions*

Closed questions, also called closed form, selected response or structured questions, often provide opportunities for several choices of answers. Closed form questions are best for obtaining demographic or biographical information and can be categorised, directly computerised or coded more easily (*vide* 5.4.3.2). Besides the choices of all the possible answers that are offered, the option "other" is included to provide for alternatives. The respondent can choose from fixed responses, thus giving a quicker answer and facilitating the scoring for the researcher. With certain questions it is useful to clearly instruct the respondent to select the best answer, but critique is levelled against this method as it is not an adequate substitute for a carefully constructed set of responses. The researcher included closed questions in the questionnaires for the same

reasons that Babbie and Mouton (2001:234), McMillan and Schumacher (2001:261), Mutchnick and Berg (1996:119), Neuman (2003:277) and Wiersma (1995:182) advise researchers to include in their survey questionnaires. They are of the opinion that it is easier to score a closed form item and a much quicker process to answer, especially where large groups are involved. In the quantitative data analysis of the questionnaire, the researcher assigned a numeric value to the data and analysed the data statistically. This is in line with the opinion of Cresswell (1995:364).

The disadvantages of the closed method are that the researcher forces respondents to fit their options into one of the options provided. In other words, the structuring of questions may be the reason why some of the important responses are overlooked, for example the checklist of issues might omit issues which respondents thought were important (Babbie & Mouton 2001:234; McMillan & Schumacher 2001:261; Mutchnick & Berg 1996:119; Neuman 2003:277; Wiersma 1995:182). Wood, Daly, Miller and Roper (1999), however, is of the opinion that closed questions reduce bias. Scaled questions are another approach in asking questions and answering statements in a questionnaire.

5.4.3.3 *Scaled items*

Scaled items, which are a series of gradations, values, or levels, describing various degrees of something, also form part of this questionnaire. This scale allows for an accurate assessment of opinions and beliefs. The usual format of scaled items is a question or statement followed by a scale of potential responses. The respondents select the place on the scale that best reflects their beliefs or opinions concerning the topic or question. According to McMillan and Schumacher (2001:261), this opinion or belief can be expressed strongly or intently, or perhaps as a negative or positive opinion of something. The scaled item used in this questionnaire is the Likert scale.

5.4.3.4 *The Likert scale*

The most widely and commonly used scaled item in contemporary questionnaire design is the Likert scale, named after Rensis Likert. Likert developed this scale in 1930 to provide an ordinal-level measure or assessment of a person's attitude, values, interests, and beliefs (Neuman 2003:197). Babbie and Mouton (2001:242) mention matrix questions according to which the researcher asks several questions that have the same set of answer categories. This is typical of the Likert response categories. A matrix was constructed with all the items and answers applied in this study (*vide* Table 5.3). Respondents are required to place items in an ordinal scale of order according to some criterion, for example importance, urgency or seriousness. The nominal method of measurement consists of a question which has only one variable or dimension and is basically the coding of a closed (forced-choice) question.   This correlates with the descriptions of Babbie and Mouton (2001:153), Delport (2002:185), McMillan and Schumacher (2001:262), and Neuman (2003:197).

A Likert-type format is also called summated-rating or additive scales because the respondents' score on the scale is computed by summing (finding the sum of) the number of responses the person gives (Neuman 2003:197). Likert devised a method according to which the question format can be used to determine the relative intensity of different items which the researcher also included in this questionnaire. In one question a set of 18 statements (index score ranging from zero to 18), for example, may appear where each of these statements reflects opinions or prejudices respondents might have (*vide* Appendix A, question 41). The researcher calculated the average index score for those agreeing with each of the individual statements, as advised by Babbie and Mouton (2001:154).

Neuman (2003:197) is of the opinion that researchers can use a scale of four to eight categories in their questionnaires. The stem of a true Likert scale (five-point scale) includes a value or direction, and the respondent indicates agreement or disagreement by checking a point or circling a letter (or number) representing a point on the scale. In other words, different response scales are used and the stem can be either directional or

neutral. The numbered categories are on continuums ranging from very serious to not at all serious, very important to unimportant, strongly liked to strongly disliked, or strongly agree to strongly disagree. When these results are summarised, these points are assigned numerical values, 1 to 5 or 0 to 4, which can be totalled over a number of items concerning the same topics or issues.

Two problems usually arise with the Likert scale, namely 1-to 5-scale items. The first problem arises when respondents who prefer to remain neutral or "sit on the fence" mark the undecided choice answer (the midpoint). Secondly, the researcher may find it difficult to decide what type of scale is representative of the data from such a Likert scale item. With this last problem, the data can come from any of the following scales, namely the categorical (for example, five people chose 1, 16 selected 3 and 22 preferred 4), rank-ordered (for example, five people would be reported as ranking the statement first, 16 people ranking it second and 22 ranking it fourth), or the continuous (for example, where each set of 1 2 3 4 5 is treated as equal points along a continuum) (Babbie & Mouton 2001:154; Brown 2000:19; Foster & Masters 1999; Garland 1991; McMillan & Schumacher 2001:261-262; Wiersma 1995:182).

The researcher explained aspects of the 5-point Likert scale purely for motivating why the 4-point rather than the 5-point Likert scale was applied in this study. The researcher opted for the 4-point Likert scale because it was decided not to include the neutral or undecided choice (the mid-point). The decision of the researcher correlates with the opinions of Foster and Masters (1999) as well as Garland (1991), who assert that omitting the midpoint, for example, the "neither, nor" or "uncertain" choice, will force "fence-sitters" to make a definite choice rather than select neutral positions on the scale. Worcester and Burns (in Garland 1991) assert that respondents tend to move to the positive end of the scale when midpoints are omitted. Researchers often ask the question whether the midpoint should be included in the Likert scale. Exclusion of the undecided or neutral choice has merit in instances where the respondents have a tendency to cluster evidences in the middle category. The researcher made this choice because the respondents are required to make a definite choice as to whether a statement is regarded as important or not. A definite stand taken from the respondents will be a more accurate reflection of the respondents' need for extra training, for

example. This will help the researcher to ultimately determine whether home schoolers require a home schooling training programme.

Thus, in order to determine certain attitudes, values, interests, beliefs and skills, a Likert scale was employed in the questionnaire.

Table 5.3 is an example of a typical Likert scale question from the questionnaire applied in this research.

Table 5.3: A 4-point Likert scale

43.	By which means would you like to be trained? Indicate how important you regard each of the following aspects, where 1 indicates "Not at all important", 2 indicates "Somewhat important", 3 indicates "Very important", and 4 indicates "Extremely important".				
43.1	Seminars.	1	2	3	4	5
43.2	Written home schooling guideline.	1	2	3	4	6
43.3	Support groups.	1	2	3	4	7
43.4	CD rom.	1	2	3	4	8
43.5	Videos.	1	2	3	4	9
43.6	Computer aided learning.	1	2	3	4	10
43.7	Other (please specify):	1	2	3	4	11

(*Vide* Appendix A, Question 43.)

Parents had to make specific statements giving them ratings weighed most often on a scale from one to four. They were requested to indicate their feelings regarding the items. Typical of a 4-point Lickert scale the respondents were forced to indicate whether they tended more towards the "not at all important" or the "extremely important".

Another method applied in this research for gathering data was the interview.

5.4.4 The interview

Telephonic interviews which lasted between 20 and 30 minutes were conducted with five parents in this study, while one face-to-face interview with two education specialists

took place simultaneously. This qualitative inquiry was conducted, as a continuation into the investigation of the training needs of home schooling parents.

The two education specialists were approached for an interview because of their knowledge of and expertise in home schooling. These two specialists visit registered home schooling families in the Free State on a regular basis to assist them with advice and guidance. They are also familiar with the problems and needs of these home schooling parents and their children. A tape recorder was used during the interview with the education specialists after the researcher had obtained permission as well as the assurance from both education specialists to continue with the interview. "Off the record" comments were often requested, when participants asked to say something they did not wish to have on record. The researcher respected this and regarded it as private sharing outside the interviews. Transcription commenced as soon as possible after the interview in order to ensure that the final record contained accurate data obtained from the interviews. Non-verbal communication with initial perceptions and comments to strengthen the search for meaning was also noted (Henning 2004:74; McMillan & Schumacher 2001:450).

For the purposes of this research the telephonic interview questions were designed to elicit information from parents with regard to the needs they might have and the addressing of these needs in a training programme. The purpose of these telephone calls was exploratory and informal. An interview schedule (*vide* Appendix C) was followed, but in no specific preferred order. The telephonic conversations (verbal advice) were not recorded (taped) but backed by written notes. Miles (1995) also interviewed home schooling parents telephonically. She took handwritten notes which she later summarised. Babbie and Mouton (2001:257) are of the opinion that the telephone calls "can also be taped, if desired".

Babbie and Mouton (2001:257) as well as Wiersma (1995:201) further reiterate that telephonic interviews are certainly worth considering, as they save time, effort and cost. Neuman (2003:290), however, is of the opinion that, although it is a more expensive method than mail questionnaires, the researcher does save costs in travelling. Neuman

(2003:290) asserts that the telephonic interview is flexible with most of the advantages of face-to-face interviews. It is for this reason that the researcher took Babbie and Mouton (2001:257), Neuman (2003:290), and Wiersma's (1995:201), advice and conducted telephonic interviews. Parents gave their permission to answer questions prior to the commencement of the interview. Respondents were treated with respect and dignity, and therefore certain ethical aspects (*vide* 5.4.4.1) with regard to the respondents were taken into consideration during this research process. Five interviews seemed sufficient, because the responses of parents to the questions compared well with data collected from the questionnaires parents had completed prior to these interviews. Morse (1994:230) is of the opinion that a point of saturation is reached when the information obtained is a repetition of previously collected data.

The unstructured interview (face-to-face and telephonic) is a social interaction with the respondent and, like any other human interaction, it includes certain norms, expectations and social roles (Babbie & Mouton 2001:249). Given the qualitative nature of these unstructured interviews, they provided greater latitude of data. Respondents may experience an interview as a testing situation, as a reflection of the government's interest, or as a spying operation. During the interviews the researcher endeavoured not to be intimidating, but to make the respondents feel at ease about the interview (Babbie & Mouton 2001:250-252; Neuman 2003:293). Parents may feel that interviewers spy on them. Home schooling parents can, for example, feel that their competency to educate their children is tested.

With the interview the researcher also obtains additional knowledge on the parents' home schooling experience and certain issues may come to the fore which the researcher did not previously take, into consideration.

The researcher applied semi-structured interviews (*vide* Appendix C) to establish a general direction for the conversation and to gain an idea of a participant's beliefs about, awareness or point of view of a specific topic. Furthermore, the researcher attempted to understand and unfold the meaning of the participants' experiences (Greeff 2002:302).

5.4.4.1 *Ethical considerations during research*

Data gathering should never occur at the expense of the person and researchers should keep a balance between two values, namely the pursuit of scientific knowledge and the rights of the subjects being studied. Certain ethical principles applied during this research. Ethics begin and end with the researcher and, since home schooling parents are involved, this study's unique ethical problems come to the fore (Strydom 2002b:62). Respondents need to give informed consent to participate in the research. The research must be open and honest and respondents need to be assured and guaranteed that their identity, privacy and feelings will be protected. The researcher's personal code is the best defence against unethical behaviour (Henning 2004:75; Neuman 2003:117,118; McMillan & Schumacher 2001:196; Strydom 2002b:62). The Free State Department of Education registered the research project after permission was granted to conduct the research in the Free State (*vide* Appendix E). Although home schooling parents did not personally grant permission to complete the questionnaires, they did have a choice as to whether they wanted to complete the questionnaires. It was indicated in the cover letter (*vide* 5.4.2) that their names would be kept anonymous, while the results of the survey would be treated with confidentiality. This was also applicable in the interviews. This brings us to the question of how the audience for this study was selected.

5.5 SAMPLING STRATEGY

Choice and selection of information during the research process are crucial aspects. According to McMillan and Schumacher (2001:169), one of the first steps in the design of quantitative research is selecting the subjects who will participate in the study. The subjects are usually referred to as the sample and the selection of these subjects as sampling.

The purposive sample selected in this research survey is consist of a portion of the home school population, encompassing the most characteristic, representative or typical attributes of home schooling parents. Furthermore, the researcher attempted to obtain a

satisfactory number of home schooling parents to provide credible results and shed the maximum light on the issue under investigation. The manner in which the researcher conducted this sampling strategy is in line with what Cresswell (2005:204), Henning (2004:71), Maykut and Morehouse (1994:56), McMillan and Schumacher (2001:207,403) and Strydom and Venter (2002:207) advocate.

The need for "extra" sampling, as Henning (2004:71) points out, arose soon after the researcher had received the returned questionnaires. The telephonic interviews and one face-to-face interview were conducted for this purpose (*vide* 5.4.4). In this survey the researcher felt that some uncertainties needed clarification, and theoretical sampling and purposive sampling were adapted to accommodate snowball sampling. Purposeful sampling is a process whereby home schooling parents are selected for the purposes of developing the substantitive theory. Snowball sampling is a process where data are collected, but further interviews are required to reach the point of saturation (Strydom & Delport 2002:336). The point of saturation was reached when the researcher realised that no new evidence came to the fore after reading the responses of the parents gathered during the telephonic interviews. In this strategy each successive home schooling parent was recommended by a preceding home schooling parent (McMillan & Schumacher 2001:395; Mutchnick & Berg 1996:76).

Participants in the study who were to complete the questionnaire were selected by the purposeful sampling method. Interviewees were selected by identifying home schooling parents in the Free State area. The researcher obtained address lists of home schooling parents from the Free State Department of Education.

During the first week of August 2003, 160 questionnaires were dispatched by mail, electronically and by hand, and a return date (5 September 2003) was added to ensure that parents returned the completed questionnaire before the time limit expired (*vide* Appendix A). The content of the questionnaires was aimed at the parents of home-schooled children. These questionnaires would give parents the opportunity to be "heard", to reflect on their experiences, to express and formulate, to provide suggestions and ideas of their vision of their home schooling experiences (McCaleb

1994:61). Questionnaires were filled in anonymously to ensure that parents had no "fear" of being identified. Some home schooling parents were under the impression that they could be prosecuted and that this would alert Education Department officials about their home schooling who would then inspect the parents.

Researchers have divergent opinions with regard to the response rate percentages of questionnaires. Some of these arguments will subsequently be discussed because the researcher views some of these arguments as relevant points to substantiate, the validity, of the response rate of the questionnaires.

5.5.1 Response rate

A response rate is a guide to the representativeness of the sample respondents. New survey researchers often ask, the question concerning the percentage return rate that should be achieved in a mail survey. Cummings, Savitz and Konrad (2001) are of the opinion that there is no golden rule with regard to an acceptable response rate. According to Babbie and Mouton (2001:261), a response rate of 50% is considered adequate for analysis and reporting, a response rate of 60% is considered good, and a response rate of 70% very good. Gehlbach (in Cummings *et al.* 2001) agrees that response rates of at least 80% are good, but that rates below 80% (and above 40%) are not necessarily unacceptable. Even response rates of 80% may be unsatisfactory if non-response bias is present. According to Diem (2003:2) and Grady and Wallston (in Cummings *et al.* (2001), if non-respondents have mostly similar characteristics to respondents the results can be generalised to the sample and the population. Thus, questionnaires with relative low response rates and for which there are no systematic differences between respondents and non-respondents could be considered valid (Cummings *et al.* 2001). Even if non-respondents were followed up, evidence has shown that late response rate of respondents is often similar to that of non-respondents, implying that non-response bias is not necessarily reduced by an increased response rate (Cummings *et al.* 2001; Diem 2003:2). The response rate may also be a determinant in the analysis of the survey (Anderson, Derksen & Simister Kormilo 2004:6). Anderson *et al.* (2004:6) were of the opinion that, although the response rate

of their Nanaimo's Safer City Survey was higher (32%) than any of the Safer City projects across British Columbia, it was not high enough to apply inferential statistical analysis.

Of the 160 questionnaires that were distributed in this research survey, 65 home schoolers responded to the mail questionnaires and four completed the questionnaires at the home schooling workshops. The response rate was calculated by dividing the number of returned, usable surveys by the total number mailed out. This total included the four questionnaires handed out at the workshop. This amounted to 69 returned questionnaires, representing a final response rate of 43,13%.

According to Babbie and Mouton (2001:261), a demonstrated lack of response bias is far more important than a high response rate. Therefore the 43,13% response rate of this survey may be considered valid because no significant differences exist between respondents and non-respondents. This is in line with what Cummings *et al.* (2001) and Diem (2003:2) assert namely that if the characteristics of the respondents (home schooling parents) from which the population was drawn are similar in many ways (*vide* 1.8), then the results can be generalised to the surveyed home schooling population.

5.5.2 Follow-up activities

Not every participant who receives a questionnaire will return it. This was also experienced with this survey. Mail questionnaires usually have a high non-response rate and the researcher included a franked envelope in order to achieve better results *(vide* 5.4.2) (Strydom 2002a: 218). Non-respondents need follow-up activities but, according to Gay (1992:229), anonymity makes it difficult for the researcher to follow up. This was the case in this study.

Although not all the parents who received questionnaires attended the workshop, the researcher followed up by reminding those parents who were present at the home schooling workshops that those who had received questionnaires through the mail had to remember to return their completed questionnaires.

Working closely with the participants in a research survey can often lead to subjectivity on the part of the researcher (*vide* Table 5.1). It is important that the researcher remains aware of this pitfall throughout the research because being subjective can affect the reliability and validity of the research (*vide* 5.3.4.1 and 5.3.4.2).

5.6 THE OBJECTIVITY OF THE RESEARCHER

Completely objective, value-free and unbiased research is possible in either qualitative or quantitative research strategies. The researcher has been involved in higher education as a lecturer of education for nearly 10 years. She became interested in home schooling since its legalisation shortly after the first South African democratic elections in 1994. The researcher completed a master's thesis on home schooling with the main focus on the causes that gave rise to parents' decision. This study focuses more specifically on home schooling parents and whether they possess the necessary skills, knowledge and attitude in order to be effective home schooling parents. The development of a training programme to assist parents in this regard will be the final outcome of this study.

Moreover, the researcher attempted to remain impartial and objective at all times. To keep personal prejudices, values and moral principles on hold are aspects that were also taken into consideration, although this is not always that easy. Adherence to the facts and doing the research in a scientific, analytical, systematic and technically correct manner are easier said than done. However, the researcher remained aware of these important aspects throughout the research (*vide* Table 5.1).

The home schooling parents who participated were very valuable sources of information and were considered to be information-rich co-researchers.

5.7 ANALYSIS OF DATA

The quantitative data gathered from the questionnaire were transferred to a Microsoft Excel spreadsheet where the frequencies were calculated. Data collected from the questionnaires were further summarised by means of raw count and a percentage frequency distribution, which were presented in the form of tables (Anderson *et al.* 2004:7,9; Neuman 2003:335, 336). After implementation of the surveys, the qualitative data were captured from the open-ended questions and categorised (*vide* 5.4.3.1). A descriptive interpretation was applied in both the qualitative and quantitative reports to give meaning of accounts, responses and the numerical data (Anderson *et al.* 2004; McMillan & Schumacher 2001:206; Neuman 2003:335; Schomburg 1995:A23, A24, A25).

5.8 CONCLUSION

The previous chapters in this study are a representation of the results of the literature study, whereas this chapter focused mainly on the methodology applied in gathering information, as well as the technique of analysis applied to obtain the necessary conclusions. The differences between quantitative and qualitative research methods were indicated (*vide* Tables 5.1 and 5.3).

This chapter also discussed the multi-method research methodology which was applied in this study. The data collecting techniques used in this study were questionnaires and interviews. Both qualitative (open-ended questions) and quantitative questions (closed questions) were included in the questionnaire. Qualitative and quantitative data analysis techniques were used for a more complete understanding of home schooling families in this study.

Conducting a pilot study to test the relevancy of the questionnaire is recommended before researchers embark on their research. The results obtained from the interviews

in particular, were obtained by means of unstructured interviews conducted with parents and education specialists.

In the following chapter both the qualitative and the quantitative data that were gathered by means of the questionnaires and the interviews will be explained and analysed in order to gain a more complete understanding of the perceptions of home schooling parents.

CHAPTER 6

RESULTS AND FINDINGS OF THE EMPIRICAL STUDIES

6.1   INTRODUCTION

In this chapter the researcher will by linking up with the previous chapter, analyse the interviews and the questionnaires. Home schooling parents is the target population of this study and therefore, the only participants in the questionnaires.

Questionnaires were the main instrument applied in this study for the collection of data and included open-ended as well as closed questions *(vide* 5.4.3.1, 5.4.3.2 and Appendix A). Interviews (*vide* 5.4.3) were used as a method of "filling in the gaps". However, for the purposes of quantitative measurement the numerical values were summarised and reported as part of the results of this study (*vide* 5.7).

In questions 25, 31, 39.41,42,43, 51 and 52 the researcher added the scales "not at all" to "somewhat important", indicated the percentage, and combined the "very" to "extremely". This is to emphasise the contrast of the parents' reaction to certain aspects with regard to their home schooling.

6.2   REPORT ON THE RESEARCH FINDINGS

The purpose of this study is to determine whether home schooling parents feel that they lack the knowledge, skills and attitude to provide their children with the quality education they so desperately desire for them. The findings of the research will enable the researcher to develop a training programme for home schooling parents in South Africa.

The questionnaire was divided into subsections which required important information from the parents with regard to their home schooling *(vide* Appendix A).

Section A of the questionnaire required data on personal details of the parents. This information is significant because it provided the researcher with information on the ages of the parents, the gender of the person involved, their home language, their religious affiliation, the province in which they live, and their population group.

Parents are often questioned concerning their "qualifications" *(vide* 2.5.3). In section B parents had to indicate the skills they have acquired in teaching or other occupations. The intention with this section was to determine the parents' highest qualification, the discipline they qualified in, their highest teaching qualification, teaching experience as well as their previous and current occupations.

Section C required information on whether parents were affiliated with home schooling associations and whether they were registered with their local Education Department. Parents were also required to indicate which parent was primarily responsible for the home schooling of their child(ren) and to mention other people involved in their home schooling. As home schooling parents they had to indicate their likes and dislikes as well as aspects that concern them, and whether their home schooling experience met with their expectations. Parents were also asked to indicate whether they have discontinued home schooling and if so they had to explain why.

Information with regard to the parents' training in home schooling was asked in section D. Parents were probed on how important it was for them to develop as home schooling parents and whether they had attended any training opportunities. They were also asked whether they need to attend refresher programmes, in order to improve in specific areas. Parents could also indicate in what manner they wished to be trained and how often. In view of the fact that parents continuously learn with their children they also had to indicate whether they regard themselves as adult learners (*vide* 3.9.2). Parents were further required to indicate whether they had access to home schooling information.

Section E gathered information on how parents home school their children. Parents are the first educators of their child(ren) and home schooling requires of parents to teach their children knowledge and facilitate their learning. This section focuses on the home schooling curriculum/programme, teaching and learning methods as well as the activities that parents prefer to apply in their home schooling situation. Parents were also asked to indicate whether they chose to establish links with the Education Department and public schools regarding participation in cultural and extramural activities, sharing of knowledge and motivation.

6.3 PARTICIPANTS' RESPONSES TO THE QUESTIONNAIRE

The following discussions deal with responses of the home schooling parents to the questionnaire.

6.3.1 Biographical information of parents (Section A)

The biographical and demographical information required of parents in this section includes their age, language, gender, population group, religious affiliation, and in which province in South Africa they reside. The majority of parents who responded to this questionnaire were from the Free State (*vide* 1.7; 5.5).

6.3.1.1 *Age categories of parents (Question one)*

Parents were asked to indicate their age categories in Table 6.1.

Table 6.1: Age categories of parents

AGE	FREQUENCY	(%)
Twenty years and younger	0	0
20-30 years	3	4.35
31-40 years	30	43.48
41-50 years	26	37.68
50 years and older	8	11.59
No response	2	2.90
TOTAL	**69**	**100**

Table 6.1 reflects the age distribution of home schooling parents: thirty (43.48%) are between the ages of 31-40 and 26 (37.68%) between the ages of 41-50. There were no parents younger than 20 who home school their children and only 3 (4.35%) are between the ages of 20 and 30. The distribution of the ages of parents probably reflect that more parents (56) who home school their children are between the ages of 31-50 (81.2%). In the age category of 50 years and older 8 (11.59%) of the parents indicated that they home school their children.

6.3.1.2   *Gender categories (Question two)*

The gender categories of the respondents are provided in Table 6.2.

Table 6.2: Gender categories

GENDER	FREQUENCY	%
Male	6	8.7
Female	56	81.2
No response	7	10.1
TOTAL	**69**	**100**

The vast majority of respondents indicated that 56 (81.2%) were women whereas only six (8.7%) of the respondents were men.   The seven parents (10.1%) who did not respond in this question are probably both responsible for the home schooling of their child(ren).   It was requested in the instructions preceding the questionnaire that the person primarily responsible for home schooling must complete the questionnaire (*vide*

Appendix A). The majority response in Table 6.2 could be an indication that the mother is the person primarily responsible for home schooling.

6.3.1.3 *Language preferences (Question three)*

The language preferences of parents are provided in Table 6.3.

Table 6.3: Language preferences of parents

LANGUAGE	FREQUENCY	%
Afrikaans	58	84.06
English	8	11.59
Other	1	1.45
No response	2	2.90
TOTAL	69	100

According to Table 6.3, 58 (84.06%) of the respondents indicated that their language preference was Afrikaans, whereas 8 (11.59%) indicated that their home language was English. The respondents *(vide* 5.5 and 5.5.1) were mainly from the Free State and this could probably be an indication that the majority of home schoolers in the Free State who responded to this questionnaire were Afrikaans-speaking. Only one (1.45%) of the respondents indicated a language other than Afrikaans or English. The other language was indicated as Hebrew, which is taught as a third language in the home school. The Hebrew language is used by people from the Jewish religion and these parents indicated their religion as such (*vide* 6.3.1.4).

6.3.1.4 *Religious affiliation (Question four)*

The religious affiliation of the parents is indicated in Table 6.4.

Table 6.4: Religious affiliation of parents

RELIGION	FREQUENCY	%
Dutch Reformed	17	24.64
AFM (Apostolic Faith Mission)	7	10.14
Methodist	1	1.45
Roman Catholic	0	0
Hervormd	3	4.35
Reformed	3	4.35
Presbyterian	1	1.45
Hindu	0	0
Muslim	0	0
Jewish	1	1.45
Other	29	42.03
None	2	2.90
No response	5	7.24
TOTAL	69	100

Most of the churches referred to in Table 6.4 are Christian churches from different denominations. There were 30 (43.48%) responses from parents belonging to the traditional Afrikaans churches (Dutch Reformed, AFM (Apostolic Faith Mission), Hervormd and Reformed). In the open-ended question where parents had to indicate other churches, 29 (42.03%) responded. Other churches include the CRC (Christian Revival church), Jehovah Witness, Christian church, Kingdom Ministries APK (Afrikaanse Protestantse Kerk), Christian Renewal church, Christian Network church, Baptist, Pinkster Protestant, Old Apostolic church, Seventh Day Adventist and Agape. Parents also responded that they were "unbound and reborn Christians" who were not affiliated to any denomination. There were no responses from Roman Catholics and only one family (1.45%) belonged to the Jewish religion. There were none from the Hindu or Muslim religions. This table is a strong indication that home schoolers are predominantly from the Christian religion.

6.3.1.5 *Province of residence (Question five)*

Questionnaires were dispatched to home schooling parents registered with the Education Department. The total of respondents is given in Table 6.5.

Table 6.5: Province of residence

PROVINCE	FREQUENCY	%
Free State	64	92.75
Gauteng	0	0
Kwazulu-Natal	0	0
North-West	0	0
Northern Cape	1	1.45
Western Cape	0	0
Mpumalanga	0	0
Eastern Cape	1	1.45
Northern Province	0	0
No response	3	4.35
TOTAL	**69**	**100**

The geographical location of 64 (92.75%) of the respondents is in the Free State province. All the provinces were included in the questionnaire initially because the researcher planned to distribute the questionnaire countrywide. It was later decided to focus mainly on the Free State and one from the Eastern Cape as well as one from the Northern Cape were included after they completed questionnaires at one of the workshops. The researcher first had reason to think that the Free State sample of the home schooling parents can be generalised with the home schooling population in South Africa and, secondly that many aspects with regard to home schooling parents, for example, the parent who is primarily responsible for home schooling, age group, population, teaching qualifications and experiences, and religion in the Free State, seem to be representative of the remainder of the population (*vide* 1.8 and 5.5). Three (4.35%) persons did not respond to this question.

6.3.1.6   *Population group (Question six)*

The population group of parents who home school their children are provided in Table 6.6.

Table 6.6: Population groups

POPULATION GROUP	FREQUENCY	%
White	64	92.75
Indian	0	0
Coloured	2	2.90
Black	0	0
No response	3	4.35
TOTAL	69	100

This table indicates that 64 (92.75%) of the parents who home school their children are white.   Only 2 (2.9%) respondents were of a different race.

6.3.2   Closing remarks on Section A

The population group, language and religious affiliation seem to be closely related since it strongly suggests that the respondents who participated in this study are mainly from the white population group, speak Afrikaans and have religious convictions.   At this stage there is a strong indication that the majority of parents who participated in this survey are white Afrikaans-speaking parents.

6.3.3   Skills acquired by parents (Section B)

This section reflects the highest qualifications parents obtained, their teaching experience, their occupations, and fields of specialisation.

6.3.3.1   *Highest qualification obtained (Question seven)*

The next section of the questionnaire focused on the qualifications of parents.   The highest qualifications obtained are indicated in Table 6.7.

Table 6.7: Highest qualifications of the parent

HIGHEST QUALIFICATION	FREQUENCY	%
Matric (Grade 12)	17	24.64
Diploma	17	24.64
B. Degree	10	14.50
Post-graduate diploma	6	8.70
Honours degree	6	8.70
Master's degree	4	5.79
Doctoral degree (Ph.D.)	0	0
Other	4	5.79
No response	5	7.24
TOTAL	69	100

According to Table 6.7, the majority of parents received an education. Sixty (86.95%) of the respondends indicated that they matriculated although only 17 (24.6%) of these parents indicated Matric (Grade 12) as their highest qualification.

Further responses regarding the highest qualifications of parents show that 17 (24.6%) of the parents hold diplomas and 10 (14.50%) first-degree holders (Bachelor's degree). A further 16 (23.1%) of the parents have postgraduate qualifications, six (8.70%) postgraduate diplomas and six (8.70%) honours degrees. Four parents (5.79%) hold a master's degree. Under the "other" option in the questionnaire, two parents indicated that they completed school in Std 8 (Grade 10) and the other, grade 9 (Grade 11). An academic qualification is not necessarily a determining factor when it comes to the home schooling abilities of parents (*vide* 2.5.3).

6.3.3.2 *Discipline in which parents are qualified (Question eight)*

In this open-ended question parents indicated in what discipline they were qualified.

Table 6.8: Discipline in which parents are qualified

Discipline	Frequency	%
Christian counselling, pastor, theological studies and ministry	4	5.8
Engineering	1	1.45
Social work	4	5.79
Computers	1	1.45
Teaching	23	33.33
Accountancy	1	1.45
Pchychology	1	1.45
Management	2	2.9
Aviation	1	1.45
Construction	1	1.45
Labour relations	1	1.45
Law and order for e.g. police administration	1	1.45
Agriculture for e.g. farming	1	1.45
Home economics	1	1.45
Health care e.g. nursing, medicine	5	7.24
Secretarial	1	1.45
No response	21	30.43
TOTAL	**70**	

Responses to this question reflected that some parents were qualified in more than one discipline. According to the above table, 23 (33.33%) of the parents were from the teaching profession, which is a strong indication that more parents who participated in this survey were qualified in a teaching discipline rather than in any other. Five parents (7.24%) were from the health care profession, and four (5.79%) indicated that they were in the ministry.

Others were to a lesser degree from secretarial, home economics, agricultural, law enforcement, labour relations, construction, aviation, management, engineering, social work, computers, psychology and accounting disciplines. Twenty-one (30.4%) of the participants did not respond to this question

The 21 (30.43%) parents who did not respond to the question in Table 6.8 compare well with the 22 (31.88%) parents in Table 6.7 which consist of 17 (24.6%) who indicated their highest qualification as grade twelve and the 5 (7.24%) who did not respond.

The following table indicates the parents' highest teaching qualification.

6.3.3.3   *Parents' highest teaching qualification (Question nine)*

The responses to this question were used to determine the highest teaching qualification of the home schooling parents.

Table 6.9: The highest teaching qualification

HIGHEST TEACHING QUALIFICATION	FREQUENCY	%
Primary teaching diploma	6	8.70
Secondary teaching diploma	13	18.85
B.Ed	3	4.35
M.Ed (Education)	0	0
Ph.D. (Education)	0	0
Other	5	7.24
No response	42	60.86
TOTAL	**69**	**100**

Table 6.9 reflects that 22 (31.8%) parents indicated a teaching (education) qualification. Six (8.70%) of these parents hold a primary teaching diploma, 13 (18.85%) a secondary teaching diploma, and three (4.35%) a B.Ed degree. This compares well with the 23 (33.33%) in Table 6.8 who indicated that they were qualified in a teaching discipline. The 42 (60.86%) participants who did not respond and the 5 (7.24%) who indicated "other" qualifications made up a total of 47 (68.11%) which compares well with the 47

(68.11%) respondents in Table 6.8, 26 (37.68%) parents who were from other disciplines and 21 (30.43%) who did not respond to the question.

6.3.3.4 *Teaching experience in public or private schools (Question 10)*

The following table reflects the teaching experience of parents.

Table 6.10: Teaching experience of parent

EXPERIENCE IN TEACHING	FREQUENCY	%
None	23	33.33
Less than 5 years	9	13.04
5 – 10 years	14	20.29
More than 10 years	8	11.6
No response	15	21.74
TOTAL	69	100

Parents responded that their teaching experience ranged between 8 and 15 years. Nine (13,04%) parents indicated that they had less than 5 years' experience. Fourteen (20.29%) had 5-10 years and eight (11.6%) more than 10 years' teaching experience. Parents with teaching experience total 31 (45.0%) which does not compare well with the number of parents who are qualified teachers, as indicated in Tables 6.8 (23) and 6.9 (22). The reason why more parents have teaching experience (*vide* Table 6.10) could be ascribed to the fact that some of the parents have teaching experience without a teaching qualification. Certain parents who qualified in, for example, home economics and computers may also have gained some teaching experience without the teaching qualification.

6.3.3.5 *The grades parents taught (Question 11)*

In this section parents had to indicate which grades they taught during their teaching experience and their responses are reflected in Table 6.11.

Table 6.11: The grades parents taught

GRADES	FREQUENCY	%
0 – 3	17	24.64
4 – 6	22	31.88
7 – 9	19	27.53
10 – 12	12	17.39
No response	32	46.37
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Parents responded to more that one category in this question. This table reflects that 17 (24.64%) parents taught grades 0-3, 22 (31.88%) taught grades 4-6, 19 (27.53%) taught grades 7-9 and 12 (17.39%) taught grades 10-12. Thirty-two parents did not respond to any of the categories in Table 6.11.

6.3.3.6   *Specialisation in a specific educational direction (Question 12)*

Parents were asked if they specialised in any educational direction. Tables 6.12 reflect these responses.

Table 6.12: Specialisation in education

SPECIALISATION IN EDUCATION	FREQUENCY	%
YES	11	15.94
NO	41	59.42
No response	17	24.64
TOTAL	69	100

Eleven (15.94%) parents indicated that they specialised in an educational direction and 41 (59.42%) responded that they did not.

6.3.3.7   *Specific field of specialisation in education (Question 13)*

This question required parents to indicate their fields of specialisation in education.   The responses provided by parents were divided into sub-categories.

Table 6.13: Field of specialisation in education

EDUCATION SPECIALISATION	FREQUENCY	%
Primary teaching	2	2.90
Remedial teaching	2	2.90
Physical training	2	2.90
Music	2	2.90
Home economics	1	1.45
Languages	3	4.35
Psychology	1	1.45
TOTAL	13	

Thirteen (18.8%) parents responded to this question indicating a field of specialisation in education which relates fairly well with the "yes" response in Table 6.12. One parent responded that she had BA (Hon). The field of specialisation was not mentioned.

6.3.3.8   Home schooling on a full-time basis (Question 14)

The participants were asked whether they were home schooling their child(ren) on a full-time basis.

Table 6.14: Home schooling on a full-time basis

HOME SCHOOLING FULL-TIME	FREQUENCY	%
YES	56	81.2
NO	7	10.1
No response	6	8.7
TOTAL	69	100

According to Table 3.13, 56 (81.1%) parents are home schooling their child(ren) full-time and 7 (10.1%) indicated that they do not home school their child(ren) full-time. Some families find themselves in positions which do not permit them to home school full-time (vide 2.5.1).

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6.3.3.9   *Previous occupation (Question 15)*

In this question parents had to state their previous occupation. These occupations are indicated in Table 6.15.

Table 6.15: Previous occupation

PREVIOUS OCCUPATION	FREQUENCY	%
Engineering	1	1.45
Teaching	25	36.23
Journalism	1	1.45
Banking	3	4.35
Homemaker	11	15.94
Monitor at ACE school	1	1.45
Farmer	1	1.45
Management and supervisor training	2	2.90
Secretarial	3	4.35
Social work	3	4.35
Post office teller	1	1.45
Veterinary surgeon	1	1.45
Nursing	5	7.24
Designing	1	1.45
Work at the nursery	1	1.45
Ministry	1	1.45
Business development officer	1	1.45
Vault cashier supervisor	1	1.45
Trainer: S.A. revenue service	1	1.45
Police officer	1	1.45
No response	4	5.79
TOTAL	**69**	**100**

Respondents were asked to state their previous occupation if they indicated that they are home schooling on a full-time basis. Twenty-five (36.23%) parents were teachers in their previous occupations. Although this total does not compare well with the 31 (45.0%) parents with teaching experience in Table 6.10, an explanation for this could be that some parents left the teaching profession for other employment or occupations and could be the reason why only 25 (36.23%) were teachers before they started home schooling full-time (*vide* Table 6.14). Eleven (15.94%) parents were previously homemakers (mothers who did not pursue a career). These two groups made up the majority of the responses. Other occupations included nursing, banking, administration, social work, ministry, public services, journalism, law enforcement, veterinary practice, tellers, supervisors, and trainers.

6.3.3.10   *Current occupation of parents (Question 16)*

Table 6.16: Current occupation

CURRENT OCCUPATION	FREQUENCY	%
Pastor/minister	2	2.9
Pilot	1	1.4
Farmer	1	1.4
Project management	1	1.4
Accountant	2	2.9
TOTAL	7	

Parents who were not home schooling full-time were asked to state their current occupation. Table 6.16 reflects the current occupations of seven (10.1%) parents. This total compares well with the total indicated by parents in Table 6.14 in which seven (10.1%) indicated that they were not home schooling their children on a full-time basis.

6.3.4　　　Closing remarks on Section B

It is concluded from the findings in section B that the majority of parents who are home schooling their child(ren) do not appear to have a teaching qualification. This, however, or the fact that parents have teaching qualifications will not be the determining factor in whether parents are successful or unsuccessful with their home schooling. Literature and parents at various points indicated that being a school teacher does not necessarily "qualify" you to home school your child(ren) (*vide* 2.5.3).

6.3.5　　　Home schooling information (Section C)

Section C of the questionnaire was intended to obtain more information from parents with regard to their home schooling situation.

6.3.5.1　　　*Membership with home schooling associations　(Question 17)*

Many parents join home schooling associations in South Africa for legal advice, for support and general information on home schooling. Home schooling parents are required by law to register their child(ren) as home school learners with their local Education Department

Parents will also reflect on their personal experiences with their home schooling, the positive and negative aspects, their concerns, and who is primarily responsible for the home schooling.

Table 6.17 reflects the responses of parents who are affiliated with a home school association.

Table 6.17: Membership of home schooling associations

MEMBER OF HOME SCHOOLING ASSOCIATION	FREQUENCY	%
YES	28	40.6
NO	33	47.8
No response	8	11.6
TOTAL	69	100

The responses of parents regarding membership with home schooling associations indicated that 28 (40.6%) are members of a home schooling associations and 33 (47.8%) are not. Eight (11.6%) of the parents did not respond to this question.

6.3.5.2   *Home schooling association (Question 18)*

In this open question some of the "associations" parents referred to are home school curriculum providers *(vide* Table 3.5) and not home schooling associations, for example Le Amen, the National Home School Academy, Dunamis curriculum providers, Accelerated Christian Education (ACE), Brainline, Impak, School of Tomorrow, Beit-ha-sefer and Theocentric Chrisitian Education (TCE). The home school providers play a supportive role and assist parents in various ways with regard to their curriculums. Responses to this question, however, reflected that seven (10.1%) parents are members of the Pestalozzi Trust, the legal defence fund association for home schooling in South Africa *(vide* 3.11).

6.3.5.3   *Registration with the local Education Department (Question 19)*

Table 6.18 indicates parents registered with their local Education Departments.

Table 6.18: Parents registered with Education Department

REGISTERED WITH EDUCATION DEPARTMENT	FREQUENCY	%
YES	60	87.0
NO	5	7.2
No response	4	5.8
TOTAL	69	100

Table 6.18 reflects that 60 (87.0%) respondents are registered with an Education Department. Five parents (7.2%) responded that they were not registered with an Education Department and four (5.8%) did not respond to this question.

6.3.5.4 *The Education Department registered with and date of registration (Question 20)*

In this open question 56 (81.1%) parents indicated that they were registered with the Free State Department of Education, which confirms the fact that this research was mostly conducted in the Free State region. The remaining four (5.8%) of the 60 parents (*vide* Table 6.18) who indicated that they were registered (*vide* question 19) with an Education Department, did not respond to this question.

Registration dates varied from 1999-2003. This survey was conducted during September 2003 and would therefore not account for registrations in 2004. In this survey one parent indicated registration in 1999. Three parents registered in 2000, four in 2001, 11 in 2002, and three in 2003. This, however, is not an accurate reflection since not all parents who responded that they are registered with an Education Department indicated a date of registration.

6.3.5.5 *Parent primarily responsible for home schooling of child(ren) (Question 21)*

In this question the participants were asked to reflect which parent was primarily responsible for home schooling their child(ren).

Table 6.19: Parent primarily responsible for home schooling of child(ren)

PARENT RESPONSIBLE FOR HOME SCHOOLING	FREQUENCY	%
Mother	55	79.7
Father	2	2.9
Both	10	14.5
No response	2	2.9
TOTAL	69	100

Fifty-five (79.7%) mothers indicated that they were primarily responsible for the home schooling of their child(ren). This figure compares well with Table 6.2 where the majority gender category was females (81.2%). This probably implies that the gender mostly responsible for home schooling the child(ren) is female and therefore the mother (*vide* 1.3 and 2.5.1). In Table 6.18 only 2 (2.9%) respondents indicated that the fathers were primarily responsible for the home schooling, and 10 (14.5%) responded that both parents were responsible for home schooling.

6.3.5.6 *Other persons besides the parents involved with home schooling (Question 22)*

Respondents were asked if any other persons were involved in the home schooling of their child(ren) and these responses are reflected in Table 6.20.

Table 6.20: Other persons involved with home schooling

OTHER PERSONS	FREQUENCY	%
Grandparent(s)	1	1.45
Friend	4	5.8
Student	2	2.9
Other	12	17.39
No response	50	72.46
TOTAL	**69**	**100**

Grandparents, friends and students were indicated as 7 (10.15%) people also involved with the home schooling whereas 12 (17.39%) people were reflected as other people involved. Other people involved include tutors from subjects such as mathematics, science, Afrikaans, a computer science teacher from Grey College and an accounting tutor from the Motheo (FET) College. Fathers were also mentioned five times as well as a tutor in music and a teacher in art. This is an indication that some parents rely on other people to assist them in their home schooling. However, 50 (72.46%) participants did not respond, indicating that the majority of parents are probably confident that they do not need other people to assist them with their home schooling.

6.3.5.7 *The most enjoyable task as home schooling parent (Question 23)*

In designing a training programme for home schooling parents, it is important to be aware of how parents perceive their home schooling on a daily basis as this will reflect successes and possible needs parents experience. Parents were asked what they enjoyed most about home schooling their child(ren) and their answers are given in Table 6.21.

Table 6.21: What parents enjoy most about their home schooling

ENJOYABLE TASKS	FREQUENCY	%
Learning about subjects	20	29.0
To know my children better	29	42.0
Building family ties	26	37.7
To see my child grow and develop intellectually	51	73.9
Being in control of my children and the influence the environment may have on them	29	42.0
The learning activities	14	20.3
Other	2	2.9
No response	2	2.9
TOTAL	173	

Parents responded to more than one category. Fifty-one (73.9%) parents clearly indicated that to see their child(ren) grow and develop intellectually was the one thing they enjoyed most about home schooling their child(ren). Twenty-nine (42.0%) respondents stated that involvement with their children such as getting to know them better was what they enjoyed the most. Being in control of influences the environment might have on their children was the opinion of 29 (42.0%) respondents and 26 (37.7%) indicated that they most enjoyed the building of family ties. A further 14 (20.3%) respondents indicated that learning activities, and twenty (29.0%) parents indicated that learning about subjects were enjoyable to them. Another two (2.9%) parents responded that to help their children develop spiritually, mentally and physically was very rewarding. Two parents did not respond to this question.

6.3.5.8 The least enjoyable task as home schooling parent (Question 24)

Parents were also asked to indicate in Table 6.22 what they least enjoyed about their home schooling task.

Table 6.22: What parents enjoy least about their home schooling

THE LEAST ENJOYABLE	FREQUENCY	%
The time taken up by home schooling	3	4.35
Children's negative attitude	14	20.3
Feeling of inadequacy	20	29.0
Not being able to meet my personal needs	7	10.1
Boring teaching and learning aids and activities	0	0
Disciplinary problems	7	10.1
Uncertainty of day-to-day planning of programme	2	2.9
Unplanned and unforeseen inter-ruptions daily	23	33.33
Other	6	8.7
No response	13	18.8
TOTAL	95	

Participants responded to more than one category. Unforeseen interruptions daily were what 23 (33.33%) parents indicated they least enjoyed about home schooling. Only 2 (2.9%) parents indicated that they did not enjoy the day-to-day planning of their programme. Day-to-day planning or better planning could probably help to prevent most unforeseen interruptions. Twenty (29.0%) parents indicated that they experienced a feeling of inadequacy at times. The reason for these feelings are unknown but could probably be ascribed to various factors.

None of the parents indicated teaching/learning aids and activities as boring. Fourteen (20.2%) parents reflected that their children's negative attitude at times is not enjoyable. This negative attitude could possibly emanate from not knowing how to motivate their children or not being aware of their different learning styles, interests and needs. Under the category "other', six parents (8.7%) indicated that what they enjoyed least were the administration and record-keeping aspects of home schooling, the negative attitude of family, friends and the community, and continuous assessment.

Disciplinary problems are not very enjoyable and seven (20.3%) parents responded to this category. Three of these parents also indicated that there was nothing about home schooling they did not like and that they "enjoy every minute of it".

The researcher is of the opinion that these less enjoyable experiences can probably be identified and addressed in a training programme.

6.3.5.9 **_Parents' concerns about certain aspects of home schooling (Question 25)_**

Parents were asked to indicate based, on a Likert scale of 1 – 4 (1 being not at all, 2 partly, 3 mostly and 4 fully) (*vide* 5.4.3.4), to what extent they are concerned about certain aspects of their home schooling.

Table 6.23: Aspects of concern about home schooling

ITEM	Not at all 1	Partly 2	% 1 and 2	Mostly 3	Fully 4	% 3 and 4	No answer	Total
Does my child develop sufficiently on all levels i.e. socially, intellectually and emotionally?	36	18	78.2	3	7	14.5	5	69
No concerns	26	21	68.1	7	1	11.6	14	69
Handle criticism against home schooling	41	12	76.8	6	3	13.04	7	69
Legal aspects	38	12	76.8	11	1	17.3	7	69
Limited social opportunities	37	22	85.5	4	2	8.7	4	69
Lack of extracurricular activities	43	15	84.0	2	2	5.8	7	69
Financial problems/teaching aids	33	23	81.1	5	2	10.1	6	69
Financial problems/ unemployment	41	12	76.8	5	3	11.6	8	69
Other	0	0	0	0	0	0	69	69

Table 6.23 can be divided into the following sub-sections, to describe the parents' concerns.

i. Development of the child on the social, intellectual and emotional levels

A total of 54 (78.2%) parents indicated that they were not at all and only partly concerned about the intellectual, social and emotional development of their child. In this category only 10 (14.5%) respondents were mostly and partly concerned. Five (7.2%) parents did not respond to this category.

ii. No concerns

This category offered parents the opportunity to state to what extent they did not have concerns with regard to aspects of their home schooling. On the scale of having not at all to partly no concerns, 47 (68.1%) parents responded. On the scale mostly to fully no concerns 8 (11.6%) parents responded. From the responses in this category it can be inferred that most parents have no concerns with regard to their home schooling. Fourteen participants did not respond to this category.

iii. Ability to handle criticism from persons opposed to home schooling

As far as criticism from persons opposed to home schooling is concerned, 53 (76.8%) parents indicated that they were not at all or partly concerned about their ability to handle these people. Nine (13.04%) parents responded that they were mostly and fully concerned about their ability to handle criticism. Seven parents did not respond to this section. It would appear that parents are mostly not concerned about their ability to handle criticism with regard to their home schooling.

iv. Legal aspects regarding home schooling

Although 51 (76.8%) respondents indicated that they were not at all or just partly concerned about the legalities of home schooling, 12 (17.3%) parents responded that they were mostly and fully concerned about the legal aspects of their home schooling. The positive reaction of most parents, however, can possibly be ascribed to the fact that they are registered with the Free State Department of Education *(vide* Table 6.18) and are fully aware of what is expected of them legally. Seven participants abstained from answering this section.

v. Limited opportunities for social contact with other children

Fifty-nine (85.5%) parents responded that they were not at all and only partly concerned about limited opportunities concerning social contact with other children as

opposed to six (8.7%) who reflected that they were mostly and fully concerned (*vide* 1.2). Four participants did not respond to this category.

vi. Lack of extracurricular activities

Fifty-seven (84%) parents responded that they were not at all and only partly concerned about extracurricular activities for their children. Only 8 (5.8%) reflected that they were mostly and fully concerned. Seven participants abstained from responding to this category.

vii. Financial aspects

Responses of parents regarding their financial aspects show that 56 (81.1%) were not at all or partly concerned and only seven (10.1%) were mostly and fully concerned about their financial status with regard to the cost of education materials. Concerning other financial problems related to not being employed 53 (76.8%) parents indicated that they were not at all or partially concerned about their financial status and eight (11.6%) responded that they were mostly and fully concerned about financial problems.

6.3.5.10 *Home schooling expectations of parents (Question 26)*

In this question respondents were asked if their home schooling experience met with their expectations. Their responses are reported in Table 6.23.

Table 6.24: Expectations of the home schooling parent

EXPECTATIONS	FREQUENCY	%
YES	60	87.0
NO	4	5.8
No response	5	7.2
TOTAL	**69**	**100**

The information in Table 6.24 reflects that 60 (87.0%) parents responded positively and four (5.8%) responded negatively. Five parents did not respond to this question.

6.3.5.11   *Home schooling meets the expectations of parents (Question 27)*

In response to the previous question (*vide* 6.3.5.10) parents answered "yes" for many reasons. These reasons will be discussed under the following categories:

i. Quality education

Parents indicated that home schooling meets their expectations because it creates the opportunity for them to provide their children with a very high standard quality education (*vide* 1.4.2). To them home schooling is an investment in the future of their children because academically they achieve above their grade level (*vide* 1.2). Home schooling curricula, for example the ACE (Accelerated Christian Education), facilitate parents' tasks because the lesson material is explained very well and even an uneducated motivated parent will be able to do it. One parent said "I have absolute certainty about the content I have to teach my child". Certain parents are of the opinion that home schooling curricula are better, but that they do compare well with the school curriculum. Time is flexible and even weekends can be utilised to educate and catch up on work.

ii. The joy of home schooling

Some parents felt that home schooling is a wish come true for them and their children. They feel that they are living a full life and enjoying every minute of it. For them it is a privilege and a joy to invest their lives in their children, to instill spiritual values, and to experience their children's development.

iii. Happy children

Parents describe their children as happy children who can be themselves, thrive on the home schooling system, and are progressing. One parent explained this as follows: "His enjoyment of the challenging work and expanding of his vision is dumbfounded".

iv. Family time

Parents feel that home schooling does wonders for their family life because they experience everything with their children in a peaceful home and favourable learning environment. Despite their full programmes they are less part of the "rat race" and it gives them "caring" time with their children.

v. Discipline

Home schooling is very hard work and requires strict discipline and sacrifices. Children work in a disciplined manner without someone checking on them. "The learner's discipline is more on standard" as a school principle remarked about a home schooled learner.

vi. The learning of the home-schooled learner

Learners learn to read and think for themselves as well as work on their own from a very young age. One parent stated that her child developed the ability to handle large amounts of work by breaking them into smaller portions attainable within the deadlines set. Their assertiveness and independency have improved dramatically. Parents are further of the opinion that home-schooled children stand out compared to learners in public schools. Home-schooled learners compete with themselves, get plenty of stimulation, and there is no falling behind.

vii. Development of the home-schooled learner

Parents are of the opinion that they can see how their children develop to their maximum potential and into strong balanced individuals. Parents can see the positive growth in their children with regard to their emotional, intellectual and self-image development, as well as the development of their self-confidence, knowledge and how to handle social situations. There is no limit as to the level of information, knowledge and skills the child can acquire.

viii. Development of the home schooling parent

Home schooling is a learning experience for parents and they are learning what they were never taught at school. They are with their children in the learning experience and where necessary they seek resources of knowledge (*vide* 3.9.2). Parents feel they are growing with their teaching and they do not have to know everything. Both parents complement each other. Where one parent lacks in knowledge, the other helps out. One parent stated that after three years of home schooling things were running more smoothly and everyone was well adjusted.

ix. Spiritual strength

Parents indicate that they draw strength from their belief and that external negative factors do not influence them. They appreciate the Bible-based learning since their kids have always attended a Christian school. As parents they feel that they are fulfilling their Godly calling and they assert that they see God's Kingdom in their children's lives.

x. Absence of peer pressure

The absence of seniority and peer pressure of other children enables home-schooled children to communicate comfortably with people of all ages *(vide* 1.2). Parents feel that they can protect their children against bad influences at an early age.

xi. Teaching aids

Parents have access to media and teaching aids but feel that they do not have enough time to utilise those.

xii. Additional activities

Parents do not concern themselves about aspects with regard to extracurricular activities or extra classes they feel their children might miss out on because they do not attend public school. Parents ensure that their children participate in sport activities, attend extra mathematics and computer classes.

xiii. Learners with special needs

Most home schooling parents are of the opinion that home schooling is the best way to teach any child. Parents feel that they are in control and fully aware of the problems their children may experience socially, cognitively and otherwise. These problems can be addressed immediately by means of individual attention (*vide* 1.4.2). Parents also referred to the problems their children experienced in not being able to read. Once they started home schooling, that problem was solved.   The personal attention her child received at home also helped with his Attention Deficit Disorder (ADD), which was a big problem while he was attending public school.

Although the majority of parents responded positively to Question 26, a few indicated that home schooling did not sufficiently meet their expectations.

6.3.5.12   *Home schooling does not meet the parents' expectations (Question 28)*

The "no" responses are categorised as follows**:**

i. Insufficient knowledge

The majority of parents were of the opinion that they lacked sufficient knowledge and that they would have liked to know more, to be better equipped and wished that they were more experienced.   Some parents stated that although they do not struggle they would like to learn more about home schooling.

ii. Being unsure about their children's progress

Some parents feel that their children do not progress the way they anticipated. One parent explained that she decided to place her child back into a public school. According to her, he was supposed to be in grade eight, but was placed back to grade five

because, according to the school, he was way behind his peers' development level. This probably affected the child's self-image because he developed a very negative attitude.

iii. Traditional teaching methods

Parents state that they are "too rigid and bound to the old way of teaching".   They feel that they must relax and learn how to teach in a more relaxed way.

It can be concluded that, although the majority of parents appear very positive towards their home schooling *(vide* 6.3.5.8), the negative response of parents could probably be an outcry for help.   These aspects of concern can possibly be addressed in a training programme.

6.3.5.13   *Discontinued home schooling (Question 29)*

Parents were asked whether they stopped home schooling their children. Their responses to this question are reflected in Table 6.25.

Table 6.25: Discontinuation of home schooling

HOME SCHOOLING	FREQUENCY	%
YES	8	11.6
NO	55	79.7
No response	6	8.7
TOATAL	69	100

The above table reflects a clear majority of 55 (79.7%) parents who said "no" to the question.   Eight (11.59%) of the parents responded that they discontinued home schooling. The reasons for their discontinuation will be addressed in the following question.

6.3.5.14 *Reasons for discontinuing home schooling (Question 30)*

In response to this question parents indicated the following reasons for discontinuing home schooling their children.

i. Returning to school

One parent following an ACE curriculum sent her child to an ACE school to complete her last year of school (grade twelve) because the parent wanted to ensure that she meets all the required levels for acceptance by a higher education institution. In another situation the child chose to return to public school for some unknown reasons.

ii. Insufficient knowledge

Parents feel that they lack the necessary knowledge to be successful in home schooling their children.

6.3.6 Closing remarks on Section C

This section addressed many aspects with regard to the parents' personal home schooling experiences. The conclusion could be drawn that parents seem very positive and confident about the home schooling of their children. One should, however, not loose sight of the fact that parents who experience problems should be assisted and helped to overcome such problems.

6.3.7 Home schooling training of the parent (Section D)

This section reflects on whether parents attended any training opportunities and whether they feel that refresher programmes can improve their abilities. Parents also had to respond to aspects they considered important for inclusion in a programme. Opinions were required of respondents with regard to what they do to develop themselves as home schooling parents; whether they perceive themselves as adult learners, and whether they would like to receive training in life skills and certain learning areas. Parents were also requested to indicate how they would like to receive their training, how often and whether they have access to home schooling information.

6.3.7.1 *Important aspects regarding the development of the home schooling parent (Question 31)*

In this section parents had to indicate how important certain aspects, for example home schooling support groups, additional reading and other support structures were with regard to their development as home schooling parents. Table 6.26 reflects these aspects.

Table 6.26: Important aspects regarding the development of the home schooling parent

	Not at all important	Some-what	%	Very	Extremely	%		
ITEM	1	2	1 and 2	3	4	3 and 4	No ans-wer	Total
Local home schooling support group	12	23	50.7	12	19	44.9	3	69
Reading and research on my own	7	21	40.5	18	19	53.6	4	69
Attending home schooling seminars and workshops	3	19	31.8	23	20	62.3	3	69
Developing my own philosophy as I go along	12	15	39.1	22	17	56.5	3	69
Help from tutors	14	18	46.4	17	17	49.2	3	69
The Internet	16	24	58.0	9	13	31.9	7	69
Other	0	0	0	0	0	0		

The respondents were asked to indicate on a Likert scale (*vide* 5.4.3.4.) how important the above aspects were with regard to their development as home schooling parents. Table 6.26 can be divided into the following sub-sections, to describe the parents' responses.

i. Home schooling support groups

Responses to the scale reflect that 35 (50.7%) parents thought that local home schooling support groups were not at all to somewhat important.   A further 31 (44.9%) were of the opinion that support groups can be very to extremely important for the development of the home schooling parent.

ii. Reading and doing research for development

A total of 37 (53.6%) parents regarded reading and doing research for development as very to extremely important. Twenty-eight (40.5%) parents stated that reading and research was not at all to somewhat important. According to literature, parents regard reading as one of the most important aspects for both the child and the parent (*vide* 2.5.2 and 3.9.1).

iii. Attending home schooling seminars and workshops

Parents' opinions with regard to the importance of attending workshops or seminars indicated that 22 (31.8) of them regarded it as not at all to somewhat important. Forty-three parents (62.3%) who responded to this category were of the opinion that attending workshops and seminars is very to extremely important for their development. Three (4.3%) parents did not respond in this category.

iv. Developing a philosophy

When parents were asked if they regarded a home school philosophy as an important part of their development, 27 (39.1%) reflected that it was not at all to somewhat important and 39 (56.5%) stated that it was very to extremely important for their development. This is an indication that most parents are probably certain about their philosophy in general in life and on which foundation they want to build their home school *(vide* 2.2.1.2).

v. Help from tutors

Thirty-two (46.4%) parents responded that they regarded the help of tutors not at all to somewhat important and 34 (49.2%) parents thought that it was very to extremely important that tutors help with their home schooling. It seems that some parents understand the need for help and tutoring, in particular especially with mathematics *(vide* 6.3.5.5).

vi. The Internet

In this category 40 (58.0%) respondents indicated that the Internet was not at all to somewhat important for their development. Only twenty-two (31.9%) responded that the Internet was very important to extremely important. It is interesting to note that respondents did not regard the Internet as important in their development although they make use of it to a lesser degree.

vii. Other

There were no responses in this category.

6.3.7.2   *Training programmes attended (Question 32)*

With this question the researcher aimed to determine whether home schooling parents attended training programmes relating to their home schooling. Their responses are reflected in Table 6.27.

Table 6.27: Attending home schooling training programmes

TRAINING OPPORTUNITIES ATTENDED	FREQUENCY	%
YES	32	46.38
NO	34	49.28
No response	3	4.35
TOTAL	**69**	**100**

Thirty-four (49.28%) parents responded that they did not attend a training programme and 32 (46.38) that they did attend a training programme relating to home schooling. Three (4.35%) did not respond to this question.

6.3.7.3 *The type of training opportunities attended (Question 33)*

The following training opportunities were reflected in the parents' responses:

Parents indicated the following training and information sessions, seminars and videos presented by curriculum providers: School of Tomorrow; Brainline; Impak and Oikos *(vide* Table 3.5). Parents following the Accelerated Christian Education (ACE) curriculum are expected to attend a home educators' training and supervision convention.

Workshops and seminars presented by the Free State Department of Education, home schooling associations and The Pestalozzi Trust were also reflected as training opportunities parents attended.

Dynamis presents seminars at which parents can view the various home schooling curricula, hear lectures on learning styles, and obtain general information with regard to home schooling. One parent indicated that she attended a training opportunity at Joy College in Aliwal North.

6.3.7.4 *Duration of the training programme (Question 34)*

According to the comments of parents to this question, the duration of these training sessions varied from a few hours (in the evening or morning), one to two days, one to two weeks, or six weeks at a time. One parent also responded that the programme she attended did not include formal training. This is probably an indication that these times can be determined to best suit the parents, and are more convenient. Home schooling parents prefer to be trained in as little time as possible or with more frequent breaks, for example once a week or twice a week in the morning.

6.3.7.5 *Training information (Question 35)*

The training information parents received at these workshops/seminars can be categorised as follows:

i. Curricula

The majority of parents indicated that they received training on how to present and facilitate, among others, the curriculum they selected for their home schooling purposes. Parents who use the ACE curriculum are expected to attend their training courses (*vide* 6.3.7.3). Parents also received training on the Outcomes-based education curriculum.

ii. Lectures on the development and functions of the child's brain

Workshops on the development and functioning of the child's left and right brain hemispheres. This could also be linked to the child's preferred learning style (*vide* 6.3.7.5 (iv.)).

iii. Emotional support

At some of these workshops parents were motivated, encouraged and supported in various ways.

iv. Testing

A few parents indicated that they had their children tested diagnostically at the Dynamis learning center (Martie du Plessis). Children were also tested to determine their learning styles and personality types.

v. Addressing specific problems

Parents indicated that their unique problems with regard to certain home schooling issues, matters, concerns, materials, and legalities were also addressed at some of these workshops. Parents who feel that they lack knowledge with regard to helping their children solve mathematical problems would attend sessions at which they receive guidance on these matters. Parents are also advised on extracurricular activities for their children.

vi. Learning in home schooling

Parents and children are both involved in learning and "during that time you do exactly what the children do in their schoolwork". Parents are facilitators of their children's learning, and simultaneously assist their children in their learning by becoming fully involved with what their children are learning. Parents are made aware of the fact that learning becomes part of their life style just as it is part of their children's life style (*vide* 3.9.2 and 6.3.7.5). Parents stated that they became aware of their own learning style as well as that of their children. Learning is a way of life and that is how parents should motivate their children from a very young age.

vii. General home schooling procedures

Parents received training with regard to assessment techniques, record keeping and control, scoring, testing and facilitating the learning of their children. They also received training related to the planning and administration of their home schooling programmes, what to do when children reach the high school level in high school, and what learning materials are available.

It is interesting to note how some parents explained what a wonderful and enlightening experience it was for them to attend these workshops.

6.3.7.6 *Home schooling parents as adult learners (Question 36)*

In this question the respondents as home schooling parents had to indicate whether they regarded themselves as adult learners.

Table 6.28: Adult learners

PARENTS AS ADULT LEARNERS	FREQUENCY	%
YES	55	79.7
NO	8	11.6
No response	6	8.7
TOTAL	**69**	**100**

A total of 55 (79.7%) parents responded that they regard themselves as adult learners. Eight (11.6%) responded that they did not view themselves as adult learners and six (8.7%) parents did not respond to this question. This could probably be interpreted as that parents are learning and are therefore adult learners.

6.3.7.7 *Home schooling and adult learners (Question 37)*

Respondents had various viewpoints with regard to their adult learner status and these opinions are categorised in the following sub-sections.

i. Reading and research

Parents perceive themselves as adult learners because of all the research and reading they have to do (*vide* 3.9.2). Much of this reading and research is done with their children. To better equip them as home school parents, reading and research enables them to facilitate the learning of their children (*vide* 2.5). They continually seek to gain new knowledge, which they can share with their children. They read everything they can lay their hands on and assimilate as much knowledge as possible on different subjects. They research specific subjects, for example science and history.

ii. "To keep up" with the latest developments

To link up with the previous category, the majority of parents indicated that they are adult learners because they are continually learning what is new and mostly with regard to educational learning material, terminology, technological developments, and general aspects. Parents feel that they should be that "one step ahead" to ensure as far as possible that they can answer the questions their children ask. Some parents contact a host school and consult teachers at least once a week as a way of reassuring themselves that they are on par with what is happening in the schools.

iii. Learning with their children

Many parents indicated that they were adult learners because "I am continuously learning with my children". They learn about subjects and other information which they were previously ignorant about with their children. One parent was learning French at the same time as her child.

iv. Gaining knowledge

Learning something new every day is an ongoing process for home schooling parents. Gaining knowledge by preparing themselves with regard to subject content (i.e. Mathematics and English) enables parents to help their children with problems that might arise. One parent mentioned that for the first time she understood Grade 8 mathematics. "My own frame of reference should be broad and informed in order to offer my child the best" is the opinion of a parent. Getting to know their children and their children's learning styles are imperative for both the parents and the child because this will enable the parents to help their children effectively with learning. Parents must guide children and stimulate their curiosity with new knowledge and information. Thus, creating a love for learning.

v.   Additional adult training

Some parents were enrolled for courses in education, journalism and media studies. Some parents indicated that they were adult learners because of their current work position, as well as their academic and educational backgrounds. Learning by attending workshops, by membership of the local library, and by surfing the Internet are also aspects which parents feel categorise them as adult learners.   Some parents value discussions with people who home school and who do not home school as very informative as this identifies possible areas in which they need training.

It appears that parents are constantly seeking knowledge in order to enrich themselves and to develop as home schooling parents.

6.3.7.8   *The need for a refresher programme in order to improve abilities in home schooling (Question 38)*

In view of the needs they have with regard to keeping up to date with developments, as well as improving themselves for the benefit of their children, parents were asked to indicate whether they have a need to attend a refresher programme.   Their responses are reflected in Table 6.29.

Table 6.29: Need for a refresher programme

REFRESHER PROGRAMME	FREQUENCY	%
YES	37	53.6
NO	24	34.8
No response	8	11.6
TOTAL	**69**	**100**

The response in Table 6.29 shows that 37 (53.6%) parents indicated that they would like to attend refresher programmes on home schooling. Twenty-four (34.8%) parents responded that they did not need a refresher training programme. One may assume that positive reaction (the "yes" response) from parents is probably because they detect areas of shortcomings in their home schooling experience.

6.3.7.9   *Important aspects of a refresher programme (Question 39)*

In this question parents were asked to indicate the importance of certain aspects in a refresher programme for the improvement of their abilities. These aspects are reflected in Table 6.30.

Table 6.30: Important aspects in a refresher programme

ITEM	Not at all important 1	Some-what important 2	% 1 and 2	Very important 3	Extremely important 4	% 3 and 4	No ans-wer	Total
General knowledge with regard to a learning area	7	22	42.0	17	16	47.8	7	69
Life skills parents need	9	15	34.7	21	16	53.6	8	69
Guidelines on home schooling	9	13	31.9	20	19	56.5	8	69
Advice on curricula	7	15	31.9	16	22	55.07	9	69
Advice on implementation of OBE	13	18	45.0	18	12	43.4	8	69
Advice on implementation of home schooling curricula	8	10	26.08	19	24	62.3	8	69
Assessment	7	17	37.7	14	24	55.07	7	69
Disciplining your child	13	14	39.1	15	19	49.3	8	69
Teaching and learning aids	6	10	23.1	22	21	62.3	10	69
Knowledge with regard to different learning areas	6	12	26.08	28	16	63.7	7	69
Teaching and learning methods	6	13	27.5	23	19	60.8	8	69
Continuous assessment	6	17	33.3	17	21	55.07	8	69
Portfolios	7	21	40.5	13	20	47.8	8	69
Parental skills	10	12	31.9	16	22	55.0	9	69
Lesson planning	12	16	40.5	16	16	46.3	9	69
Daily routine planning	20	12	46.3	14	14	40.5	9	69
Other	1	1	2.8	0	1	1.4	65	69

i. General knowledge with regard to a learning area

In this category 29 (42.0%) parents responded that general knowledge with regard to a learning area was not at all to somewhat important to include in a refresher programme. However, thirty-three (47.8%) parents were of the opinion that it was very to extremely important to include in a refresher programme. Seven participants did not respond to this question.

ii. Skills training

There were 24 (34.7%) parents who responded that they thought life skills training was somewhat to extremely important. Thirty-seven (53.6%) parents were of the opinion that it was very to extremely important to include this training in a refresher programme. Eight participants did not respond to this question.

iii. Guidelines on home schooling

Twenty-two parents (31.9%) responded that general guidelines included in a refresher programme are not at all to somewhat important. There were 39 (56.5%) parents who thought that it was very to extremely important. Eight parents did not respond in this category.

iv. Advice on curricula

In the category 22 (31.9%) parents responded that advice on curricula was not at all to somewhat important, whereas 38 (55.07%) parents indicated that it was very important to somewhat important. Not all parents responded to this question, and nine abstained.

v. Advice on the implementation of OBE

Findings from this category reflected that 31 (45.0%) parents were of the opinion that advice on the implementation of OBE was not at all to somewhat important. A further

30 (43.4%) parents indicated that it was very to extremely important. Parents' responses in this category could probably be ascribed to the fact that parents prefer to follow a home schooling curriculum rather than an OBE one.

vi. Advice on the implementation of home schooling curricula

This category indicated that 18 (26.08%) parents responded that is was not at all to somewhat important to include advice on the implementation of home schooling curricula in a refresher programme, and 43 (62.3%) parents responded that it was very to extremely important to them. This last response is probably an indication that home schooling parents prefer to use home schooling curricula. Eight parents did not respond to this category.

vii. Assessment

Responses with regard to whether advice on assessment should be included in a refresher programme varied from 24 (34.7) parents who indicated that it was not at all to somewhat important to include advice to 38 (55.07%) who indicated that it was very to extremely important. Seven parents did not respond to this question for unknown reasons.

viii. Disciplining the child

The opinions of parents with regard to the discipline of their children ranged from 27 (39.1%) who indicated that it was not at all to somewhat important to include discipline as a topic in a refresher programme. Thirty-four parents (49.3%) responded that it was very to extremely important to receive information on discipline. This is probably an indication that parents experience problems in disciplining their children and would like to receive advice in this regard. Eigth parents did not respond to this question.

ix. Teaching and learning aids

Sixteen (23.1%) respondents thought that it was not at all to somewhat important to include information on teaching and learning aids in a refresher programme, and 43 (62.3%) indicated that it was very to extremely important. It appears that teaching and learning aids are a very important aspect for home schooling parents since they indicated in 6.5.3.7 that boring teaching and learning aids were definitely not part of the least enjoyable tasks in their home schooling. Ten parents did not respond to this category for unknown reasons.

x. General knowledge with regard to different learning areas

In this category 18 (26.08%) parents responded that it was not at all to somewhat important to have general knowledge with regard to different learning areas. Forty-four (63.7%) parents indicated that general knowledge about the different learning areas was very to extremely important. Seven parents did not respond to this category.

xi. Teaching and learning methods

In response to this category 19 (27.5%) parents indicated that information on teaching and learning methods was not at all to somewhat important to include in a refresher programme. This category further shows that 42 (60.8%) parents responded that information on teaching and learning methods was very to extremely important to include in such a programme.

xii. Continuous assessment

This category was answered by 23 (33.3%) parents who responded that continuous assessment was not at all to somewhat important to include in a refresher programme. Thirty-eight (55.07%) responded that it was very to extremely important to include continuous assessment in such a programme. For unknown reasons, eight of the parents did not respond to this question.

xiii. Portfolios

In this category 28 (40.5%) parents responded that portfolios is not at all to somewhat important to include in a refresher programme, whereas 33 (47.8%) responded that it was very to extremely important to include training on portfolios.

xiv. Parental skills

Twenty-two (31.9%) parents responded that it is not at all to somewhat important that information on parental skills be included in the refresher programme, whereas 38 (55.07%) parents responded that it is very to extremely important to include parental skill in such a programme. Nine parents did not respond to this question.

xv. Lesson planning

Twenty-eight (40.5%) parents responded that it was not at all to somewhat important to include lesson planning in a refresher programme, and 32 (46.3%) indicated that it was very to extremely important to include lesson planning in such a programme. Nine of the parents did not respond to this question.

xvi. Planning a daily routine

Findings from this category reflected that 32 (46.3%) parents responded that planning a daily routine was not at all to somewhat important. Twenty-eight (40.5%) parents indicated that it was very to extremely important. It appears that a number of parents are not very concerned about planning the daily routine of their home schooling, and did not think that they needed a refresher programme on this topic. Nine parents did not resond to this question.

xvii. Other

In this category one parent indicated that it was not at all important to attend a refresher programme, because "ons program is volledig", meaning that the home schooling curriculum she used was complete.

One parent also responded that she would like to attend a refresher programme on "beroepsvoorligting" (career guidance) and regarded it as somewhat important.

One last response came from a parent who thought it extremely important to experience "Vrede – om nie te wees soos 'n golf wat rondgeslinger word nie", which roughly translated means that she wants peace and not be like a wave being thrown about (*sic*).

From the data collected in Question 39 it is tempting to conclude that parents' responses indicated the need for refresher training in certain areas. This indicates areas in which they feel that they are lacking the skills and knowledge they require to be effective in their home schooling.

6.3.7.10 *Training in specific life skills children require (Question 40)*

Parents were asked to indicate whether they thought they needed to receive training with regard to certain life skills children require. These results are given in Table 6.31.

Table 6.31: Parental training in life skills children require

TRAINING IN LIFE SKILLS CHILDREN REQUIRE	FREQUENCY	%
YES	47	68.12
NO	15	21.74
No response	7	10.14
TOTAL	**69**	**100**

The above table clearly reflects that 47 (68.12%) parents indicated that they would like to receive training in the specific life skills their children require, and 15 (21.74%) parents responded to the contrary. Seven parents did not respond to this question.

The reaction from parents can probably be regarded as one in which parents are mostly concerned about the necessary life skills their children need to acquire.

6.3.7.11 *Life skills children require (Question 41)*

Parents who responded "yes" in Table 6.31 had to indicate how important they regarded training in the life skills indicated in Table 6.32.

Table 6.32: Training in life skills

ITEM	Not at all	Some-what impor-tant	%	Very impor-tant	Extre-mely impo-tant	%		
	1	2	1 and 2	3	4	3 and 4	No ans-wer	Total
Social responsibilities in communities	1	18	27.5	16	8	34.8	26	69
Interpersonal skills	1	8	13.04	23	18	59.4	19	69
General guidelines on home schooling	8	22	43.5	16	7	33.3	16	69
Problem-solving skills	4	7	15.9	27	15	60.8	16	69
Critical thinking skills	3	3	8.7	27	20	68.1	16	69
Creative thinking	1	7	11.6	17	28	65.2	16	69
Self-empowerment	4	7	15.9	18	22	57.9	18	69
Coping with stress	4	3	10.1	27	19	66.6	16	69
Motivation	5	2	10.1	20	26	66.6	16	69
Development of child's social skills	1	7	11.6	30	15	65.2	16	69
Intellectual development	2	6	11.6	21	24	65.2	16	69
Computer skills	2	11	18.8	20	22	60.8	14	69
Emotional development	4	5	13.0	16	28	63.7	16	69
Psycho-motor development	3	10	18.8	19	20	56.5	17	69
Assertiveness	3	7	14.5	19	24	62.3	16	69
Self-concept	3	6	13.04	21	23	63.7	16	69
Entrepreneurship	2	8	14.5	14	27	59.4	18	69
Other	0	0	0	2	2	5.8	65	69

The parents' responses were reflected into the following categories.

i. Social responsibilities with regard to the community

Home schooling parents were asked how they rated the development of their children's social skills with regard to the community. Nineteen (27.5%) parents responded that social responsibilities with regard to the community were not at all to somewhat important, and 26 (34.8%) indicated that they were very to extremely important. It is interesting to note that 26 (37.6%) parents did not respond to the question for unknown reasons.

ii. Interpersonal skills

In this category 9 (13.04%) parents indicated that receiving training in the development of their children's interpersonal skills, for example communication, listening skills, conflict resolution and the building of relationships, was not at all to somewhat important. This category further reflected that 41 (59.4%) parents indicated that they regarded training in the above-mentioned skills very to extremely important. Nineteen (27.5%) parents did not respond in this category.

iii. General guidelines with regard to home schooling

Findings from this category reflected that 30 (43.5%) parents responded that receiving training on general guidelines was not at all to somewhat important. Twenty-one (33.3%) parents responded that it was very to extremely important. More parents indicated that they were not particularly interested to be trained in this area. In this category 16 (23.1%) parents did not respond.

iv. Problem-solving skills

In this category the intention was to determine how important parents rated training in problem-solving skills. Eleven (15.9%) parents responded that it was not at all to somewhat important, and 42 (60.8%) that is was very to extremely important to receive training in problem-solving skills. Parents' responses were probably high because

parents realise how important problem-solving is for the development of the child. Sixteen (23.1%) parents did not respond in this category.

v. Critical thinking skills

In this category parents had to indicate how important they rated receiving training with regard to helping their children develop their critical thinking skills. Only six (8.7%) parents responded that they regarded training in this area as not at all to somewhat important, whereas 47 (68.1%) indicated that they thought it was very to extremely important to receive training in the development of their children's critical thinking skills. Sixteen parents did not respond to this question. Sixteen (23.1%) parents did not answer this question.

vi. Creative thinking

With regard to the development of their children's creative thinking skills, 8 (11.6%) parents indicated that it was not at all to somewhat important to receive training in this area, and 45 (65.2%) regarded it as very to extremely important to receive training to help their children develop their creative thinking skills. The no response rate in this category was 16 (23.1%).

vii. Self-empowerment

Eleven (15.9%) parents indicated that training with regard to self-empowerment was not at all to somewhat important, whereas 40 (57.9%) parents regarded it as very to extremely important. This is an indication that parents probably felt that it is important to help children to empower themselves in life. Eighteen parents (26.0%) did not respond to this question for unknown reasons.

viii. Coping with stress

Stress management is crucial. Only 7 (10.1%) parents responded that it was not at all to somewhat important to help their children acquire this skill. Forty-six (66.6%) indicated that it was very to extremely important to receive training on how to help their children to acquire this skill. Sixteen parents (23.1%) did not respond in this category.

ix. Motivation

In this category parents were asked if they would prefer to receive training into how to motivate their children. Seven (10.1%) responded that it was not at all to somewhat important whereas 47 (66.6%) indicated that they would prefer to receive training on how to motivate their children.   Once again sixteen (23.1%) parents did not respond to this question.

x. Development of the child's social skills

With regard to the development of their children's social skills, 8 (11.6%) parents responded that it was not at all to somewhat important whereas 45 (65.2%) responded that development of their children's social skills was very to extremely important. Interestingly 16 (23.1%) parents did not respond to this question.

xi. Intellectual development

Eight (11.6%) parents responded that to receive training with regard to their child's intellectual development was not at all to somewhat important. Forty-five (65.2%) parents responded that it was very to extremely important to receive training with regard to their children's intellectual development.

xii.   Computer skills

This category elicited whether parents regarded computer skills as important or not. Thirteen (18.8%) parents responded that they thought computer skills are not at all to somewhat important whereas 42 (60.8%) indicated that it was very to extremely important to receive training in computer skills. Fourteen (29.2%) parents did not respond in this category.

xiii.   Emotional development

In this category parents had to respond to whether they regarded it important for children to develop emotionally. Nine (13.04%) parents responded that they thought it was not at all to somewhat important whereas 44 (93.7%) responded that the emotional development of children was very to extremely important.

xiv. Psycho-motor development

In this category 13 (18.8%) parents responded that to receive training with regard to their children's psycho-motor development was not at all to somewhat important. Thirty-nine (56.5%) indicated that it was very to extremely important to them to receive training concerning their children's psycho-motor development.

xv. Assertiveness

To help their children be assertive is an important skill, according to 43 (62.3%) parents who responded that it was very to extremely important to help their children to become assertive. Ten (14.5%) parents responded that it was not at all to somewhat important to receive training regarding assertiveness. Sixteen (23.19%) parents did not respond to this question.

xvi. Self-concept

Self-concept is a term used to describe how people think and feel about themselves. Developing their children's self-concept was regarded by 9 (13.0%) parents as not at all to somewhat important. Forty-four (63.7%) parents indicated that it was very to extremely important to receive training with regard to the development of their child's self-concept.

xvii. Entrepreneurship

Preparing their children for future employment is probably a bigger responsibility for home schooling parents than others. Forty-one (59.4%) parents responded that it was very to extremely important whereas 10 (14.5%) indicated that it was not at all to somewhat important.

xviii. Other

Four parents (5.8%) responded in this catergory, and came forward with different responses. One parent indicated that she did not want to receive training "nie nou al nie" which means, not now. Another parent indicated that it was extremely important to her to receive training in career guidance. A balanced spiritual development and living out their spiritual convictions was rated extremely important by two parents.

On the basis of the findings in Table 6.32 one could conclude that the majority of parents regard it as very to extremely important to receive training concerning certain life skills their children need to require. In many of the categories parents' responses ranged between 60.8% and 68.1%, which compares well with the 68.1% of parents who responded in Table 6.31 that they would like to receive training regarding specific life skills they think their children need.

6.3.7.12   *Training in learning areas (Question 42)*

With this question the researcher wished to determine to what extent parents preferred to receive training. The results are indicated in Table 6.33.

Table 6.33: Training in learning areas

ITEM	Not at all 1	Partly 2	% 1 and 2	Mostly 3	Fully 4	% 3 and 4	No answer	Total
Language literacy and communication	18	20	55.07	11	8	27.5	12	69
Human and social sciences	17	19	52.1	15	6	30.4	12	69
Technology	8	13	30.4	28	8	52.1	12	69
Mathematical literacy	9	13	31.9	18	17	50.7	12	69
Arts and culture	13	16	42.02	20	9	42.0	11	69
Natural sciences	10	10	28.9	24	12	52.1	13	69
Economics and management sciences	13	13	37.6	20	11	44.9	12	69
Life orientation (life skills)	12	11	33.3	21	13	49.3	12	69
Entrepreneurship	8	10	26.08	18	22	57.9	11	69
Other	0	0	0	2	2	5.7	65	69

The results of these responses are divided into the following categories:

i. Language, literacy and communication

In this category 38 (55.07%) parents responded that they did not at all to partly prefer to receive training in this learning area whereas 19 (27.5%) indicated that they mostly to fully preferred to be trained in this learning area. Twelve (17.3%) parents did not respond to this category.

ii. Human and social sciences

This category reflected that 36 (52.1%) parents were not at all to partly interested in receiving training in this learning area. A further 21 (30.4%) responded that they were mostly to fully interested in training. Twelve participants (17.3%) did not respond in this category.

iii. Technology

With regard to technology, 21 (30.4%) parents indicated that they are not at all to partly interested in training whereas 36 (52.1%) indicated that they preferred training mostly to fully. It is interesting to note that 12 (17.3%) parents did not respond to this question

iv. Mathematical literacy

In this category, 22 (31.9%) parents indicated that they preferred not to be or only partly trained in this learning area. Thirty-five (50.7%) responded that they mostly to fully preferred to be trained. Twelve (17.3%) parents did not respond to this question.

v. Arts and culture

In the arts and culture category, 29 (42.02%) parents indicated that they did not at all to partly prefer training in this area. An equal number of parents 29 (42.02%) indicated that they mostly to fully preferred to receive training in this learning area. Eleven (15.9%) parents did not respond in this category.

vi. Natural sciences

The responses of parents regarding training in the natural sciences learning area show that 20 (28.9%) respondents were not at all to partly interested in receiving training

whereas 39 (52.1%) indicated that they mostly to fully preferred training in this learning area. Thirteen (18.8%) abstained from responding in this category.

vii. Economics and management sciences

Twenty-six (37.6%) parents regarded training in this learning area as not at all to partly important whereas 31 (44.3%) mostly to fully preferred to receive training in this learning area. Twelve (17.3%) parents did not respond to this question.

viii. Life orientation (life skills)

In response to the category whether training in this learning area was important, 23 (33.3%) parents responded that is was not at all to partly important to receive training. Thirty-four (49.3%) parents regarded training in this learning area as mostly to fully important. Twelve (17.3%) participants did not respond in this category.

ix. Entrepreneurship

According to the responses from parents in this category, 18 (26.08%) indicated that they were not at all to partly interested in receiving training in this regard. A further 40 (57.9%) were mostly to fully interested in receiving training in this area. This compares well with the responses of 41 (59.4%) parents in 6.3.7.10ix. Eleven (15.9%) parents did not respond in this category. SAQA proposes the development of entrepreneurial opportunities (entrepreneurship) as one of the five additional developmental outcomes that should be addressed in every programme of learning. This outcome will contribute to the full personal development of each learner as well as to economic and social development on the whole (RSA DoE 1997c:10, 12).

x.   Other

One parent indicated that she preferred to receive training in sport because she would like to coach and develop children in sports events. Another parent preferred to be trained in career counselling.

From the data collected in this question it can be inferred that there are no substantial differences in the number of parents who responded that they were not at all to partly and those who responded that they were mostly to fully interested in receiving training in the learning areas. One does detect a similar pattern in the no-response category which is probably the same respondents who did not respond in each category.

6.3.7.13   *Methods (means) of training (Question 43)*

In this question parents were asked to indicate by which means they would like to be trained.   The responses of the parents are indicated in Table 6.34.

Table 6.34: Methods of training

	Not at all impor-tant	Some-what impor-tant	%	Very impor-tant	Extre-mely impor-tant	%		
ITEM	**1**	**2**	**1 and 2**	**3**	**4**	**3 and 4**	**No ans-wer**	**To-tal**
Seminars	15	21	52.2	12	9	30.4	12	69
Written home schooling guidelines	6	9	21.7	14	30	63.8	10	69
Support groups	12	12	34.7	20	15	50.7	10	69
CD (Compact Disc) rom	10	11	30.4	19	20	56.5	9	69
Videos	6	6	17.4	19	29	69.6	8	69
Computer assisted learning	8	14	31.9	18	18	52.2	11	69

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How parents preferred to receive their training can be divided into the following sub-categories:

i.   Seminars

In this category 36 (52.1%) parents indicated that attending seminars on home schooling was not at all to somewhat important to them, whereas twenty-one (30.4%) indicated that attending seminars was very to extremely important. In this category 12 parents did not respond.

ii. Written home schooling guidelines

In this category 15 (21.7%) parents indicated that they did not to somewhat prefer written home schooling guides whereas 44 (63.8%) responded that they did prefer written home schooling guidelines. It appears that parents prefer to gain information by reading guidelines rather than attending seminars.   Ten parents did not respond in this category.

iii. Support groups

Support groups were indicated as very to extremely important by 35 (50.7%) parents whereas only 24 (34.7%) regarded these as not at all to somewhat important.   Ten parents did not respond in this category.

iv. Audiovisual technology (CD (compact disc) rom and videos)

Parents rated training by means of audiovisual equipment as an important method and responded in this category as follows: thirty-nine (56.5%) parents thought that training by means of a CD rom was very to extremely important. Videos were also indicated as important and 48 (69.6%) parents responded that it was very to extremely important to receive training this way.

Only 21 (30.4%) parents thought that it was not at all to somewhat important to receive training this way, and as far as training by means of videos is concerned, a further 12 (17.3%) indicated that receiving such training was not at all to somewhat important to them.

v. Computer-assisted learning

In this category 22 (31.9%) parents responded that receiving training by means of computer-assisted learning was not at all to somewhat important to them. Thirty-six (52.2%), however, regarded it as a very to extremely important means by which to receive training.

One could assume from the above that parents choose to be trained mainly by means of audiovisual material, computer technology written guidelines on home schooling as well as accepting help from support groups. Therefore, parents indicated that they do prefer to receive training, but within the four walls of their homes and to a lesser degree from support groups.

6.3.7.14 *Preferred training intervals (Question 44)*

With this question parents were asked to indicate how often they would prefer to receive training and their responses are indicated in Table 6.35.

Table 6.35: Preferred training intervals

TRAINING PERIODS	FREQUENCY	%
Monthly	8	11.6
Quarterly (every three months)	18	26.08
Once a semester	16	23.19
Once a year	21	30.43
Other	2	2.90
No response	4	5.80
TOTAL	69	100

In response to the above question 21 (30.43%) parents indicated that they prefer to receive training only once a year, 18 (26.08%) quarterly, 16 (23.19%) once a semester, and 8 (11.6%) monthly.

One parent responded that she would like to receive training whenever it is necessary and another one responded "glad nie", meaning that she does not want to receive training at all. Four parents did not respond in this category. It appears that the low "no" response rate is probably an indication that most parents prefer to receive training at different intervals.

6.3.7.15 *Access to home schooling information (Question 45)*

With this question parents were asked if they have access to information regarding home schooling, for example magazines, newsletters, and other sources of information. These results are reported in Table 6.36.

Table 6.36: Access to home schooling information

HOME SCHOOLING INFORMATION	FREQUENCY	%
YES	50	72.5
NO	12	17.4
No response	7	10.1
TOTAL	69	100

Fifty (72.5%) parents responded that they have access to home schooling information whereas 12 (17.4%) responded that they had no access to it. Not all parents responded to this question, implying that seven abstained from responding for unknown reasons.

Most parents responded that they have access to home schooling information which could be tied in with their response in Table 6.34 where they indicated that they prefer material which they can read, view, listen to, or access electronically.

One can only assume that the "no" response of 17.4% could be ascribed to the fact that these parents live in remote areas or do not receive any information because they are not registered with an Education Department or affiliated with a home schooling association.

6.3.7.16   *Home schooling information (Question 46)*

Home schooling parents who responded "yes" to the previous question were requested to indicate in what way they had access to home schooling. These responses were sub-divided into the following categories:

i. Curriculum providers

Many parents have contact with their curriculum providers on a regular basis, either by telephone or electronically (E-mail).   Parents referred to the following home schooling providers: Le Amen, Oikos, School of Tomorrow's newsletters, circulators and accelerators, the Dynamis Learning Centre and the KenWeb website *(vide* 3.11).

ii.   Department of Education

The Education Department has a library which home schooling parents are free to use as much and as often as they wish to. Parents who are registered with the Education Department indicated that they attend their workshops annually.

iii.   Books and magazines

Parents indicated that over the years they have collected many books and articles in magazines, which they regard as a great source of information.

iv.   The Internet and videos

The Internet is also a source of information. Konos have videos for viewing. Videos are also available on subjects such as mathematics.

v. Home schooling associations

Parents who are members of home schooling associations receive news from these associations on a regular basis. Home schooling associations also present workshops

which parents can attend to learn about home schooling. The Pestalozzi Trust is a legal aid to provide parents with any legal advice and assistance they may require.

vi. Host school

Parents who follow the ACE curriculum usually receive information from their host school.

vii.   Support groups

Support groups are valuable sources of information for parents. Experienced home schooling parents share their experiences with novice home schoolers.

viii.   Other sources of information

Parents also mentioned a clinical psychologist who helped them with the assessment of, for example, their children's development levels and their children's learning styles. Parents also indicated that they acquire knowledge on subjects they did not know about previously through their children's work.

6.3.8   Closing remarks on Section D

In section D, data were collected on parents' experiences of training they received with regard to home schooling, and whether they preferred to receive training. Data were also collected on whether they had access to home schooling information, how they would like to be trained, and what home schooling needs should be addressed in this training programme. The overall impression was that parents probably need information about certain aspects concerning their home schooling, and that they were willing to participate in a training programme, but according to their preferred method and at their preferred times *(vide* 6.3.7.13).

6.3.9   Facilitating home schooling (Section E)

Section E was intended to collect data on the home schooling curriculum or combined curricula parents use in their home schooling situation. Activities, which parents apply and certain home schooling teaching and learning approaches, will also be addressed in this section.   Respondents were also given the opportunity to state whether they are interested in establishing co-operation with public schools and their local Education Department.

6.3.9.1   *Home schooling curricula   (Question 47)*

With the following question the researcher wished to know whether parents followed a home schooling curriculum. Responses to this question are given in Table 6.37.

Table 6.37: Following a home schooling curriculum

HOME SCHOOLING CURRICULUM OR NOT	FREQUENCY	%
YES	60	87.0
NO	5	7.2
No response	4	5.8
TOTAL	**69**	**100**

Sixty (87.0%) parents responded that they use a home school curriculum. Five (7.2%) do not use one, and four (5.8%) parents did not respond to this question. From the data collected it would appear that parents mostly prefer to use home schooling curricula.

6.3.9.2   *Curricula applied in home schooling situations (Question 48)*

The purpose of this question was to elicit answers from parents with regard to the type of home schooling curriculum they use in their home schooling situation.   Parents' responses to this question are reflected in Table 6.38.

Table 6.38: The type of home schooling curriculum

HOME SCHOOLING CURRICULUM	FREQUENCY	%
Theocentric Christian Education (TCE)	5	7.2
Accelerated Christian Education (ACE)	22	31.9
A Beka	0	0
Clonard	1	1.4
Konos	11	15.9
Hout Bay Church International	0	0
A combination of curricula	8	11.6
Brainline	6	8.7
Le-Amen	2	2.9
KenWeb	7	10.1
Sonlight	0	0
Moria	2	2.9
Nucleus	0	0
Impak	7	10.1
Cambridge International	3	4.3
Outcomes-based education (OBE)	6	8.7
Other	0	0
No response	1	1.4
TOTAL	81	

In Table 6.38 parents responded to more than one category.

The following responses are an indication of curricula parents prefer to follow in their home schooling situation. These categories will be indicated from the curricula mostly used to those used the least.

Twenty-two (31.9%) parents responded that they followed the ACE curriculum. The Konos curriculum is used by 11 (15.9%) parents and eight (11.6%) parents responded that they use a combination of curricula. The Impak and the Kenweb curricula are followed by 7 (10.14%) parents, respectively. Six (8.7%) parents follow the Brainline and the OBE curriculum, respectively. The TCE (Theocentric Christian Education) curriculum is used by 5 (7.2%) parents. Curricula followed to a lesser degree are the Cambridge International which is used by three (4.3%) parents. Two (2.9%) parents use Moria and Le-Amen, respectively. One parent uses Clonard and one parent did not respond to this question. There were no responses to the A Beka, Hout Bay Church

International and Sonlight curricula. Parents also indicated under "other" that they used textbooks, computer programmes, for example Cami, Lektor Lees, and CD's.

6.3.9.3 *Combining curricula (Question 49)*

The responses of parents regarding the combination of curricula indicate that parents would follow a home schooling curriculum of their choice but would often choose to do, for example, the mathematics section from the Konos curriculum. Some parents indicated that they would use a programme, but adapt it to comply with the OBE standards. Other programmes which parents combine with their curriculum are for example, the Mart Mejj's and Ruimland reading series for Afrikaans, the "Whole book and child", and programmes from the Bait-Ha-Sefer distributors. One parent was more specific and responded that she combined the ACE and KenWeb curricula with textbooks, Cami and Lektor-lees.

6.3.9.4 *Teaching and learning approaches in home schooling (Question 50)*

With this question parents were asked to indicate what teaching and learning approaches they applied in their home schooling.   Parents' responses are given in Table 6.39.

Table 6.39: Teaching and learning methods applied in home schooling

TEACHING AND LEARNING METHOD	FREQUENCY	%
As prescribed by curriculum	43	62.3
The classical approach	0	0
The traditional textbook approach	6	8.7
Assignments/workbooks	11	15.9
Unit studies	6	8.7
The "principles" approach	0	0
Extensive reading methods	8	11.6
Unschooling/deschooling	5	7.2
OBE	4	5.8
Programmed courses	5	7.2
Other	2	2.9
No response	7	10.1
TOTAL	97	

Parents responded to more than one category.

Forty-three (62.3%) parents responded that they applied the teaching and learning approaches prescribed by the curriculum (*vide* 3.11.2). Six (8.70%) parents responded that they preferred the traditional textbook approach and 8.70% indicated that they used the Unit studies approach. With regard to the responses on using assignments and workbooks 11 (15.94%) parents indicated that they preferred these approaches. Extensive reading methods were indicated by eight (11.6%) parents as an approach they applied in their home schooling. Five (7.25%) followed the unschooling approach. Four (4.80%) parents responded that they followed an OBE approach which is probably similar to the Curriculum 2005 approach. In response to the category on programmed courses five (7.25%) parents indicated that they used this approach. The two (2.9%) parents who responded under the "other" category indicated that they use a "kombinasie van bogenoemde", meaning that this parent combines the approaches in Table 6.39, and the other parent responded "pas aan by behoefte en belangstelling", meaning that she adapts to the needs and interests of their home schooling situation.

Because parents responded to more than one catergory in this question one may assume that they are constantly seeking for approaches and ways of educating their

children which work best for them. The majority, however, indicated that they use a home schooling curriculum which, one may assume, is probably the "basis" from which they prefer to work because this gives their home schooling structure (*vide* 3.11.2). Because of parents' responses in Table 6.39, indicating that they would use for example, the mathematics section from another curriculum, as well as the fact that they responded to more than one category, it would appear that parents will change their approaches and combine curricula to what best suits their situation.

6.3.9.5 *Teaching and learning activities (Question 51)*

Parents were asked to indicate to what extent they applied certain activities when facilitating their children's teaching and learning. These results are reflected in Table 6.40.

Table 6.40: Teaching and learning activities

	Not at all	Partly	%	Mostly	Fully	%		
ITEM	1	2	1 and 2	3	4	3 and 4	No answer	Total
Communication	0	5	7.2	17	45	89.8	2	69
Role-playing	10	16	37.7	19	15	49.3	9	69
Games	12	16	40.6	21	9	43.4	11	69
Dramatisation	24	18	60.8	8	7	21.7	12	69
Storytelling	20	9	42.0	17	12	42.0	11	69
Art	10	10	28.9	17	20	53.6	12	69
Music	11	15	37.7	13	20	47.8	10	69
Construction, e.g. clay	15	19	49.2	13	10	33.3	12	69
Collage	12	21	47.8	16	9	36.2	11	69
Other	0	0	0	0	2	2.8	65	69

The answers are classified into the following categories as described in Table 6.40.

i. Communication

In this category 62 (89.8%) parents responded that they mostly to fully applied communication with their children by means of listening, asking questions, and writing. Only five (7.2%) parents indicated that they were not at all to partly applying communication in their home schooling. Only two parents did not respond in this category.

ii. Role-playing

In this category 34 (49.3%) parents responded that they apply role-playing mostly to fully in their teaching and learning activities where real-life situations are created. In this same category 26 (37.7%) of the parents indicated that they did not at all to partly apply these activities in their teaching and learning. Nine (13.0%) parents did not respond in this category.

iii. Games

Thirty (43.4%) parents thought that the playing of games should form mostly to fully part of the teaching and learning activities. Following closely were 28 (40.6%) parents indicating that it was not at all to partly important to apply games during the teaching and learning activities. In this category 11 (15.9%) parents did not respond.

iv. Dramatisation

Making use of puppets, dolls, and demonstrating situations is something parents do not particularly prefer to apply in their teaching and learning. Forty-two (60.8%) parents responded that it was not at all to partly important. Fifteen (21.7%) thought that it was mostly to fully important to apply making use of puppets, dolls and demonstrations. Twelve (17.3%) parents did not respond in this category.

v. Storytelling

Storytelling by means of pasting pictures and drawings were regarded by 29 (42.0%) parents as not at all to partly important and the same number of parents also responded that it was mostly to fully important. One may probably assume that in this category parents felt equally about the application of storytelling in their home schooling situation. Eleven (15.9%) parents abstained from responding to this category.

vi. Art

Art also appears to be a teaching and learning activity which parents apply more often than others since 37 (53.6%) responded that they apply this activity mostly to fully in their home schooling situation as a means by which learners can express themselves creatively. In this same category 20 (28.9%) parents responded that they did not at all to partly apply this activity in their home schooling. Twelve (17.3%) parents did not respond to this category.

vii. Music

In this category 33 (47.8%) parents responded that they mostly to fully make use of music during their teaching and learning activities whereas opposed to 26 (37.6%) who responded that they do not at all to only partly apply music as an activity. In this category 10 (14.4 %) parents abstained.

viii. Construction

In response to working with clay, creative litter pile and other construction materials, 34 (49.2%) parents responded that they do not at all to partly apply these activities when facilitating their children's teaching and learning. Twenty-three (33.3%) parents responded that they mostly to fully apply these activities in their home schooling. Twelve (17.3%) parents did not respond to this category.

ix. Collage

Making collages with materials such as sand, stones, shells, magazines and photos are not at all to partly applied by 33 (47.8%) parents whereas to the 25 (36.2%) parents apply this activity mostly to fully in their home schooling. Eleven (15.9%) parents abstained from responding to this category.

x. Other

In this category one parent responded that she incorporated assignments fully in the teaching and learning activities and another parent indicated that outings and daily events were fully part and parcel of their teaching and learning activities.

In conclusion one may state that the ages or levels of the children may influence parents' responses to these categories. The younger the children, the higher the response rate, for example. A number of parents did not answer from the role-playing category to the collage category, and one could therefore, assume that parents prefer other types of teaching and learning.

6.3.9.6 *Co-operation with public schools (Question 52)*

In this question the researcher wished to ascertain whether the parents would like to establish co-operation with public schools in their area. The responses are given in Table 6.41.

Table 6.41: Co-operation with public schools

LINKS WITH PUBLIC SCHOOLS	FREQUENCY	%
YES	40	57.97
NO	25	36.23
No response	4	5.80
TOTAL	**69**	**100**

Responses from this table clearly indicate that 40 (57.97%) parents would like to establish co-operation with public schools in their area whereas 25 (36.23%) indicated that they were not interested in establishing links with a public school in their area.

In the following two questions parents state why and why they do not want to establish links with a public school.

6.3.9.7 *Establishing co-operation with public schools in the area (Question 53)*

In this question parents were expected to indicate to what extent they would like to establish co-operation with public schools. These responses are given in Table 6.42.

Table 6.42: Co-operation with public schools regarding certain aspects

ITEM	Not at all	Partly	%	Mostly	Ful-ly	%		
	1	2	1 and 2	3	4	3 and 4	No ans-wer	To-tal
Encouragement/ motivation	13	10	33.3	3	7	14.5	36	69
Guidance with facilitation of teaching and learning	9	7	23.2	7	12	27.5	34	69
Sharing of knowledge	8	9	24.6	9	14	33.3	29	69
Extramural activities, sports	2	7	13.04	8	22	43.5	30	69
Cultural activities, music, drama	3	7	14.5	9	18	39.1	32	69
Other	0	0		0	0	0	0	

Responses to this question will be divided under the following categories:

i. Encouragement/motivation

Twenty-three (33.3%) parents responded that they were not at all to party interested in establishing links with a public school whereas 10 (14.5%) parents indicated that they

were mostly to fully interested in establishing such a co-operation. Thirty-six (52.1%) parents did not respond to this category for unknown reasons.

It is evident from these responses that parents probably do not need motivation and encouragement from public schools.

ii. Facilitation of teaching and learning

In this category 16 (23.2%) parents responded that they were not at all to partly interested in learning about facilitating teaching and learning from public schools whereas 19 (27.5%) parents thought it was mostly to fully important. The "no answer" response rate in this category could be considered high since 34 (49.2%) parents did not respond for unknown reasons.

iii. Sharing knowledge

Seventeen (24.6%) parents responded that sharing knowledge with public schools was not at all to partly important wheras 23 (33.3%) parents thought that it was mostly to fully important for public schools to share their knowledge with them. Twenty-nine (42.0%) parents did not respond to this category.

iv. Extramural activities

With regard to extramural activities, nine (13.04%) parents indicated that it was not at all to partly important for them to let their children participate in the extramural activities of a public school. Thirty (43.4%) parents responded that they would like to establish links with a public school where their children can participate in the extramural activities. Thirty (43.5%) parents did not respond to this category.

v. Cultural activities

In this category 10 (14.5%) parents responded that they were not at all to partly interested in establishing links for cultural activities whereas 27 (39.1%) parents were interested. Thirty-two (46.38%) parents did not answer this.

In conclusion one could state that the response rate of parents in this question does not compare well with their positive reaction in 6.3.9.7 and Table 6.41, where the majority (58.9%) indicated that they would like to establish links with schools in their areas. As indicated in Table 6.42, more parents did not respond in each category than parents who did respond. It could be assumed that this question addressed the wrong aspects but it is tempting to add in defence that parents probably had the opportunity to respond to the "other" category where they could indicate which aspects they considered important in establishing links with public schools.   Not one parent responded in this category.

6.3.9.8 *Parents against establishing links with local schools* (*Question 54*)

In this question parents were requested to reflect why they were not interested in establishing links with schools in their area. There were thirty-three responses to this question.

Some of these responses proved difficult to categorise because of overlap but an attempt was made to divide the 33 responses into the following categories:

i. Curriculum providers are sufficient

Parents responded that they were satisfied with the guidance and support from their curriculum providers because they offered them everything they needed. Some of the parents expressed the following with regard to curriculum providers: "We already fit into the ACE Christian school activities for art, sport and culture". One parent who follows the Brainline curriculum was of the opinion that   "Brainline's subject advisors

offer us almost everything the public schools can provide and more". The Le Amen home school provider offers sufficient guidance and support.

ii. Negativity

In this category several parents expressed the following with regard to negativity the they experience from public schools. One parent stated that schools view them as "leppers" and that the government and private school principals oppose home schoolers. One parent was of the opinion that private schools are "snobbish". Some also felt that public schools perceive home schoolers as competitors, and that children in public schools receive preference. Another parent stated "schools do not want to share their information and pass on the wrong information with regard to OBE". Some schools dislike home schooling parents, gossip about them, and run them down (insult them). Public schools do not show respect for home schoolers and, according to some public schools, "it is only stupid children who are home schooled". "It is because of them (public schools) that I decided to home school" was the opinion of another parent.

iii. Quality education and discipline in public schools

Parents are of the opinion that there is no discipline in public schools, that the education is of a poor quality, that children are not taught to read and think for themselves, and that everything is done for them. "Their approach is old fashioned" is the opinion of one parent. One parent stated that too much interaction with public schools may create an artificial desire for their children to be there. "I've had enough of sport and academic achievements while the soul, body and spirit are neglected" is the opinion of one parent.

iv. Extracurricular activities

Parents take their children to private music lessons, to the Musicon (school of music in Bloemfontein), sport clubs, and Sesotho lessons. Some children are involved with sport at public schools, but parents are of the opinion that "if you are continuously comparing and going to public schools for help or advice, then why do you bother to home school".

v. Other reasons

Some parents live in remote areas and would rather work together as a family, rather than spend the entire day away from home. Other parents feel that they are happy and content with the way they are home schooling, and would not like to include additional activities, for example co-operation with public schools. Parents feel that if they join schools then it must be on a private and not official level. Making use of the library is sufficient. One parent indicated that she gets disheartened at times because it takes a long time to catch up with work that is behind.

In conclusion it could be stated that the negativity of some parents towards public schools is strong.

6.3.9.9   Co-operation with local Education Department (Question 55)

With this question the researcher wished to ascertain whether parents wanted to establish links with the Education Department. These results are given in Table 6.43.

6.43: Links with local Education Department

LINKS WITH EDUCATION DEPARTMENT	FREQUENCY	%
YES	58	84.1
NO	6	8.7
No response	5	7.2
TOTAL	69	100

Fifty-eight (84.1%) parents responded that they would like to establish co-operation links with the Education Department. These responses compare well with those of parents in question Table 6.18 where 87.0% indicated that they were registered as home schoolers with the Free State Education Department.

6.3.9.10 *Established links with Education Department (Question 56)*

There were 71 responses to this question. Parents who replied "yes" to the previous questions were asked to come forward with reasons for doing so. These responses are divided into the following categories:

i.   Up-to-date information on education developments in the country

The Education Department keeps them up to date with any changes in the education programme and policies in the country. Some parents keep up to date with developments to ensure that their children are prepared and up to date with the school curriculum, should the need arise to return their children to a public school.

ii.   Advice, assistance and guidance

The Education Department is always more than willing to listen to complaints and to assist with advice and specialised guidance as well as with making certain decisions. They are very helpful ("we receive friendly help") and well informed with regard to the various learning areas. One parent stated that "I feel that I can get help from them anytime because I have a link with them" and will not manage without their contribution.   Science can become a problem without the necessary equipment and the Department helps them to borrow equipment from schools. Although schools are not always that accessible, the teacher's advice can also be sought when needed. Educational handbooks can be borrowed from the Education Library. Parents attend annual workshops presented by the Education Department in their area.

iii.   Higher education requirements

Parents also responded that the Education Department keeps them informed with regard to higher education requirements.

iv. Relations with the Education Department

Parents confirm that the local Education Department is very "home school friendly", involved, and supportive of the home schoolers. They regard this highly, especially in the light of the negativity towards home schoolers. They give learners opportunities, which they might not have in the home schooling environment. They want their children's education to be up to standard, and believe that the Department as well as they as parents put the interests of the child first.

One parent indicated that their family has established ties with education officials who are always willing to help them with any problems and for which they are very thankful. Parents are of the opinion that they can work with people who care about home-schooled children. The officials from the Department visit them annually. Interaction between home schoolers and the Department is good and they want to maintain this purely for keeping their positive attitude because "unknown is unloved".

One parent who lives in a remote area stated that the Free State Education Department is the only department who helps them with certain aspects, and that "this kind of friendly help nearer to us would be greatly appreciated".

v. Legal aspects

The Education Department keeps parents informed on legal aspects with regard to their home schooling. Some parents feel that they want to "do the legal thing" and remain within the framework of the law. "It is Biblical to obey the law" and "according to scriptures it is expected of me for the sake of support". The Education Department is responsible for education in South Africa. They want the approval of the Department to home school their children and are therefore legally obliged to register with the Department. Because they are under the authority of the Department they want to maintain good relations with them. It strengthens their case. According to parents, this can only be to the advantage of the home schoolers.

In conclusion one could assume that there is a positive relationship between home schooling parents who participated in this survey and the local Education Department.

6.3.9.11 *No links with Education Department (Question 57)*

Parents who responded to this question indicated why they preferred not to have links with the Education Department.

i. Curriculum providers are sufficient

Some parents feel that they get sufficient support from the programmes they follow. The Brain line programme is complete and no extra assistance is required.   Some parents feel the support from ACE is sufficient.   Some parents felt that extracurricular and cultural activities would be "a bonus" from the Department.

ii. Control by the Education Department

One parent indicated that they prefer not to be registered but that the Education Department can control whether they are doing their work.

iii. The Education Department's attitude

Some parents are of the opinion that, "if the Department imposes and prescribes to the home schooling culture/philosophy, then I would not make use of their services". Another parent stated that they do not care to be registered and that they do not know how important such a relationship would be.

iv. Parents decide about home schooling

The parent and the learner decide about their home schooling. If the department impose and prescribe to the home schooling culture/philosophy then I would not make use of their services. One parent stated that they "have had enough of the Education Department's humorous approach, which comes through in the curriculum".   There is also a lack of Christian education where God is acknowledged as the supreme authority.

v. Planning to return the child to a public school

One parent stated that if she had her way her child would be in public school. They wanted to test her progress and return her to public school.

6.3.10 Closing remarks on Section E

In this section parents indicated the type of curriculum they applied in their home schooling. The majority of parents responded that they preferred to use a home schooling curriculum. Parents reflected on the type of teaching and learning approach they followed as well as on the activities they use in their home schooling. On the question whether parents would like to establish co-operation with the Education Department, most of them responded that they would, because having links with the Department will help them to remain informed with the developments on and other aspects of home schooling.

6.4 ANALYSIS AND INTERPRETATION OF DATA OBTAINED FROM TELEPHONIC INTERVIEWS

A qualitative inquiry was conducted, as a continuation into the investigation of the training needs of home schooling parents with regard to the home schooling of their children. Telephonic interviews (*vide* 5.4.4), which lasted between 20 and 30 minutes, were conducted with five parents. Five interviews seemed sufficient because the responses of parents to the questions compared well with data collected from the questionnaires parents had completed prior to these interviews. A point of saturation is reached when the information obtained is a repetition of previously collected data (*vide* 5.4.4. and 5.5).

One face-to-face interview was conducted with two education specialists (*vide* 6.4.3). During these interviews certain informal unstructured questions were asked (*vide* Appendix C and D) to elicit opinions, thoughts and feelings of the home schooling

parents. The analysis, the findings and the interpretation are regarded as a valuable contribution to this study.

"Both parents must be one hundred percent dedicated. It is a family effort. If one member of the family is not interested then it will become a battle"

(A parent)

6.4.1 Interpretation of telephonic interviews

The results are divided into categories and parents will be referred to as parent one, two, three, four and five.

6.4.1.1 *Biographical information*

Parents were selected randomly from the Free State area and the snowball sampling method was applied (*vide* 5.5).

6.4.1.2 *Background information*

None of these parents were novices and have been home schooling their children from three to six years. Three of the parents have two children each, one parent has three children, and another parent has four children. The ages of these home-schooled children ranges from eight years to nineteen years (*vide* 1.4.2).

6.4.1.3 *Knowledge about home schooling*

Parents were asked whether they knew everything about home schooling when they first started to home school their children.

Parent one and two mentioned that when they started with home schooling they knew very little and were also uncertain, not knowing whether they were doing the right thing. *Parent one* further stated that she read a lot about home schooling and "attended courses - learnt about different curriculums". *Parent two* mentioned that the

public school her children attended used Brainline as part of their academic programme, and that she decided to continue with this programme full-time at home with her children.

Parent three mentioned that she prepared in advance before her children reached school-going age. "We did our research and attended a Theocentric Christian Education (TCE) seminar a year before we had children" (*vide* 3.11.2). The seminar consisted of informative lectures and lasted one afternoon. It was also about building Christianity into children's values system, being aware of negative peer pressure and to be prepared, when the time came. They also prepared themselves by speaking to people overseas who are regarded as successful home schooling families in America.

Parents four and five's responses to whether they knew anything about home schooling were a definitive "no". *Parent five* stated "I was in the dark and did not know what to do". *Parent three* spoke to people from America, who were also home schooling their children in America.

In this category it is clear that parents one, two, four and five were uncertain in the beginning and only learnt about home schooling as they went along. Parents one to four responded that they did not know much about home schooling when they first decided to home school their children but attended courses and read a lot about home schooling. These responses compare well with parents' responses in 6.3.7.1 where parents indicated that attending seminars and workshops did seem important to them.

6.4.1.4   *Information on curricula*

Parent two followed Brainline (*vide* Table 3.5) but studied the school's curriculum (2005) to ensure that she was on track, "that my children were not missing out on anything". I learnt a lot from the school my child used to attend. This parent maintains links with the public school her children used to attend and this compares well with the responses of parents in 6.3.9.7 who stated that they would like to establish links with public schools in their area. According to *parent two* "Brainline is up to standard and they

have even more to offer than the school curriculum. I still check on their assessment and compare it with the school. "Brainline has a very good assessment system with which I am satisfied at this stage. " I want to change to Cambridge, in a year or two to prepare my children for University".

Parent three attended a Theocentric Christian Education (TCE) seminar a year before they had children.   The seminar was an informative lecture and lasted one afternoon. It was also about building Christianity into children's values systems, and being aware of negative peer pressure and to be prepared when the time came. Parents often experience problems related to the purchasing of a curriculum, only to discover later that it did not work for them, as *parent five* exclaimed, "I bought the whole Wonderboom range and later changed to Cambridge".

6.4.1.5   *Problems parents encountered*

Parents were asked whether they encountered any problems in the beginning.   Some of the problems parents experienced were related to the curriculum. *Parent one* tried to work out her own curriculum because as she said: " I thought I could do it because I had a teaching qualification and discovered that it was not that easy" which relates well with what was stated in 2.5.3.   During this time the parents purchased books, took many books out from the library, worked out schedules, did much planning, sought for information, page numbers and weekly planning. "Was uncertain about my children's progress, because there was no way of measuring and assessing". After this-trial-and error experience she changed to two structured curricula, which contain all the information regarding lesson plans, and information parents need to know. This works much better for them since she is   doing the ACE curriculum with her daughter and the KenWeb (Afrikaans) curriculum with her son.

Parent two seemed to be self-confident with the Brainline curriculum (*vide* 6.4.1.4)   she was using. She did, however, mention that she was uncertain when she first started her home schooling.

Parent three started her home schooling six months in advance and her daughter did not show an interest in reading in the beginning but she seemed to thrive in the creative environment.

Parent four mentioned that it went rather well although "distance was a problem because we live on a farm. I was uncertain in the beginning". She received the calling to home school from God. "I had more frustrations than problems but sorted much of this out with the Education Department".

Parent five was afraid that her children did not learn enough. "I eventually let my children lead me through their progress. My son got behind with reading when he was in school and he is currently receiving occupational therapy. I am allowing him time to catch up with his reading in his own time".

The focus of these parents' problems seems to be uncertainty with regard to whether they are doing the right thing or not, and whether their children are learning and progressing.

6.4.1.6 *Reasons for home schooling*

Parent one mentioned that her son could not read properly in Grade 5 and she decided to home school him. She started teaching him to read from scratch and he can now read fluently. Parent one has a remedial background which helped in this instance.

Parent two decided to home school her son because he was very unhappy at school. He started losing his confidence and developed a low self-concept.

Parent three wanted to protect her children from the negative values in schools.

Parent four did not want to put her children in boarding school and she decided to home school because of the distance.

Parents four and five did so for religious reasons and did not want to expose their children to other religions. *Parent five* was of the opinion that teachers can also have a

bad effect on children and stated "a teacher can break down a child in one moment what a parent tried to build up over a long time".

6.4.1.7   *The need for a training programme*

Four out of the five parents responded with a "definitely yes" to "yes" and the other parent "recommended" a training programme.

Parent one felt that if she had guidance in the form of a training programme right from the start of home schooling her children "sou ek vinniger aan die gang gekom het". then she would have been off to a quicker start. There was just no place where a person could go for help and I had to find out everything for myself". Some people can be phoned, but they are always in a hurry. If you know that your child is a kinesthetic learner, where do you look for help and who do you contact, were two questions asked by a parent.

Parent two said she was unsure and uncertain in the beginning and a training programme would definitely have helped.

Parent three responded that "yes, any training will be an encouragement on a term basis where parents can touch base with one another".

Parent four recommended a training programme and was of the opinion that one learns practical things from the ACE Curriculum provider who is a great help.

Parent five was also of the opinion that "curriculums give clear guidance".

6.4.1.8   *Aspects to be addressed in a training programme*

Parents one and *five* recommended more information on home schooling curricula and exposure to other programmes as well as their advantages and disadvantages. Whether parents adapt these curricula must be discussed.

Parent two suggests that the "basic things" need to be addressed in a training programme, for example, routine and discipline and how to plan so that you can do everything you have set out to do. Parents must guard against becoming too involved in their own world (verstrengel in eie wêreld) and should rather reach out. Some children have no problems with socialisation, but others need a little help to socialise more.

Environments are changing and *parent three is* of the opinion that a training programme should help parents to evaluate the environment. What do they measure themselves against? Have concepts flowing around and explain how children are at varioius ages. *Parent three* is a member of a support group but her experience is that the other "mom's are so focused on their situation that they do not really share". How to get your (introverted) child to socialise can be addressed in a programme.

Parent four feels that subject-related training should be included in a programme and how to motivate your child and how to remain motivated.

6.4.1.9   *The home schooling parent as facilitator of learning*

Parents have different roles to fulfill in their capacity as home schooling parents and being a facilitator of learning is one of them. Parents were asked whether they perceived themselves as facilitators of learning.

The five parents who were interviewed answered "yes" to this question and explained why they were the facilitators of their children's learning.

Parent one did not teach *per se.* "I ensure that my children have the necessary resources and everything they need to learn. They read a lot on their own, discover and I supply guidance, explanations, etc."

Parents two and *five* sit with their children, work with them, participate in activities with them, and do experiments with them.

Parent three who is a pastor explained that "we are very familiar with the facilitator's concept because of the church situation. We train people to be facilitators. We as parents are facilitators and teachers".

Parent four works questions out with regard to the curriculum system LeAmen which is "textbook teaching". I will work out questions for my child in grade 8. She will answer the questions out of the textbook and summarise them herself. They have to plan because they have to do it themselves. I help them as home schooling parent.

6.4.1.10   *The role of parents as home schooling parents*

Parents require certain skills as parents and as home schooling parents. They were asked whether they separate these two roles.

Parent one responded as follows: "No, there is no difference. I am who I am, their parent during home schooling and all the time. Everything they do must be done with the necessary discipline whether it is their home schooling work or just doing the dishes or making up their beds. They are expected to execute everything they do with the same responsibility even not during home schooling time, for example other tasks.

Parent two converted their garage into a schoolroom and responded as follows about their home school: "When we start home schooling we go to "school". They did call me "juffrou" (teacher) at first, but it was more of a joke. Your role as parent and as teacher isn't really separate". You are a parent and you will discipline your child the same way as a parent and as home schooling parent.

Parent three is of the opinion that there is a difference with regard to these two roles, to an extent. She is a little stricter at times with certain tasks they have to do but believes that schooling must be fun. "You relate to them on a different level and it is closely related to the mother's role but they do not really see the mother as a teacher although she is both at times".

Parent four asserts "They go hand in hand and is one big combination. This is a very serious commitment that parents make. Discipline is very important. When problems need to be solved you climb into the role of mom".

Parent five definitely separates these roles. "Yes, I do separate the roles. From day one they knew when we home school, we work. I am stricter during home schooling and maintain discipline. I take no nonsense because if you allow them to get away once, you will have problems".

6.4.1.11 *Solving home schooling problems*

In this category parents were asked in which way they solve their home schooling problems.

Parent one is of the opinion that a parent should talk to other parents and friends about the problems.

Parent two also talks to other parents and an experienced friend in home schooling. She also has a friend who is a psychologist and who has done a psychological evaluation on her children. Her husband is a minister with his specialises field in pastoral studies. It could be assumed that the people referred to in this section could help with emotional problems.

Parent three discusses problems and also thinks that putting moms in the support group with experience will help. Some of the problems she experiences relate to the curriculum, and she reads books for ideas and help and also goes on home schooling outings. In the beginning the curriculum providers helped with these problems. They are part of a support group called "pillar mothers" who provide videos related to problems.

Parent four is of the opinion that it depends on the type of problem. "I will approach my curriculum provider, the Internet, library services and the education library. We as a family talk about it – we are a very close family".

Parent five takes her children to tutors who are experts in their subjects, for example with English, and then she works through the homework with them.

It seems that parents do not allow problems to stand in their way and they talk about them, contact their curriculm providers, talk to members of their support groups, and take their children to private tutors if they do not know the answers to their problems.

6.4.1.12 Mission statement in home schooling

Parents were asked whether they had a mission statement for their home schooling.

Parent one did not call it a mission as such but she believed that her mission for their home schooling was more in the little things for example in writing. Encouraging them to write neatly from the start so that other people will be able to read and understand what they write. Her mission with regard to the learning of her children is to encourage them to learn so that they can achieve well in life in order to ensure good job opportunities in the future.

Parent two knows that "I wanted my children to be happy first and foremost. My son wasn't happy in school and I wanted him to be happy, to develop a good self-concept and self-image which was damaged in school".

Parent three has certain concepts in her mind. She states that "one tends to become a bit relaxed – wrestle with the balance and maybe one needs a written statement to remind oneself that one can pressure your children at times and then again maybe get too relaxed'.

Parent four has a scripture from Psalms on the door of the room where she home schools her children which states in Afrikaans "God is daarbinne dit sal nie wankel nie. God sal dié help as die dag aanbreek" which means that God is inside and it shall not waiver. God will help those when the day breaks. "You could say that this motivates them and also indicates that they want to make their school useful for God.

Parent five believes that they must be able to maintain themselves as Christians in the world and also be accepted internationally at universities.

6.4.1.13 Parents' awareness of children's learning styles

Parents were asked if they knew what the learning styles of their children are.

Parent one read books on learning styles of children and her remedial teaching background made her aware of the fact that children have different learning styles. With regard to her children specifically she said that "my boy loves to be active in his learning and does not want to read and write all the time". This parent was also aware that "some home schooling curriculums does not always accommodate children's different learning styles".

Parent two's response was "yes" that she knew the learning styles of her children since her eldest child listens and remembers (auditive) whereas the youngest child wants to see (visual).

Parent three responded that perhaps she could know her children's learning styles better as well as certain aspects with regard to learning styles.

Parent four responded that she was aware of how her children learn because the one is practical-orientated and the other theoretical. For the one she always has to say "stadiger" which means "slow down" and for the other "kom ons moet klaarkry" meaning, "come on, let's finish".

Parent five responded that she knew her chidlren's learning styles and explained that her daughter is a "student", that she is dedicated and someone who can sit down and learn. Her son, on the other hand, is the practical type.

According to the responses of parents to this category, parents are aware of learning styles and the type of learning their children prefer.

6.4.1.14 Parents' awareness of their teaching and learning styles

In this category parents were asked if they knew their preferred teaching and learning styles.

Parent one said that she tried not to be a slave of teaching and tried to adapt to the learning styles of her children.

Parent two did not respond to this question.

Parent three was of the opinion that Konos is a facilitative curriculum. It is a programme with excessive ideas and available means. With this programme "you can plot your course'.

Parent four strictly follows the curriculum and states that "I am bound by the curriculum. I do, however, make adjustments, and they (the curriculum providers) allow it.

Parent five states "I love working out of textbooks. I take a chapter and work through it and sometimes repeat it especially with a subject like Mathematics. Thereafter, I test them (the children) to ensure that they know and understand the work".

Parents let their children guide them with regard to their preferred way of learning and then adapt their teaching and learning style accordingly. Some curricula are "flexible" and allow for opportunities for learning in more ways than one. The teaching and learning style of *parent five* seems to be your typical textbook approach.

6.4.1.15 The parent as adult learner

In this category parents were asked if they were adult learners and their responses ranged from "yes", to "yes, definitely".

Parent one responded that she has learnt and read a lot with her children since she started home schooling a few years ago.

Parent two said "yes, because during this time of home schooling I have learnt a tremendous amount about the subjects and additional things. I always try to do something extra, something different and that requires a lot of extra reading and gaining of knowledge about things".

Parent three said "definitely because she is hungry for and growing in knowledge".

Parent four responded with a "yes, I love to learn and have been a student my whole life".

Parent five responded with a "yes, definitely. I learn a lot of things, for example mathematics because I have to explain it to the children. I prepare myself by reading and getting to know the content to help my children".

One could state that these parents perceive themselves as adult learners because they are actively involved with their children's learning on a day-to-day basis.

6.4.1.16 The importance of a teaching qualification

Parents were asked if they thought they had to have a teaching background in order to be successful in their home schooling.

Parent one was of the opinion that "my teaching background did help me because of my remedial training; however, I think that any dedicated home schooling parent who really

takes an interest in what they are doing and who (themselves) are open to learning can make a success of it".

Parent two responded "my teaching background made me more confident to teach at home and I do "teach" at times".

Parent three responded that there are "aspects that could help and others that can hinder" with regard to a teaching background.

Parent four was also of the opinon that it can be helpful to have a teaching background but that it wasn't a necessity.

Parent five responded with a "No, I do not think you need a teaching qualification".

It could be assumed that parents with a teaching qualification will feel more confident to teach at home, but it does not necessarily make them a better home schooling parent "teacher" than the parent without a teaching background.

6.4.1.17   *Preferred way of training*

Parents were asked that if they chose to attend a training programme, in what way they would prefer to be trained, for example workshop, seminars, and other.

There were no responses from *parents one and two.*

Parent three responded that *these* workshops can be conducted "on a term basis (once a term) with a power packed programme which touches on specific things. The less time it takes, the better. Parents can start (beginners with maybe a longer training programme (a week) and thereafter follow up with term programmes".

Parent four responded as follows "I would prefer to receive training in my house, by post, videos, Internet. Maybe I will leave my house for one day, but not more".

Parent five suggested one-day workshops.

6.4.2 Closing remarks on data obtained from telephonic interviews

Although these parents have a few years' of experience with home schooling, they all indicated that parents who home school their children need training, guidance and help with certain aspects, questions and problems which every home schooling parent experience.

6.4.3 Report on the research findings of the interview conducted with two educational specialists

Various methods (interviews with parents and the questionnaire), including this qualitative inquiry with two education specialists, were undertaken to triangulate the findings of this study *(vide* 5.3.4). Two education specialists identified certain needs as a result of their continuous interaction with registered home schooling families in the Free Sate. These education specialists have been working with home schooling parents for several years and are familiar with many of the problems home schoolers face once they start with home schooling. These specialists were more than willing to answer questions. The interview was tape recorded and transcribed (*vide* 5.4.4). Certain indicators which were identified during the interview are reflected below. The two education specialists will be referred to as the education specialist and the chief education specialist.

6.4.3.1 *The need for a training programme for home schooling parents*

The education specialists were asked if they thought that home schooling parents should attend a training programme. Both answered "yes" to this question.

The chief education specialist is of the opinion that some curriculum providers make it compulsory for parents to go through an orientation programme, for example ACE and it is continuous not just at the beginning.

"Parents may have an idealistic perception of what they are going to do at home with their children". The "deschooling" method is also talked about in the beginning which must take place before they can begin with their children's schooling. According to the *chief specialist,* deschooling seems to be the pleasant (lekker deel) where the parents try to clear their children's heads from school, calm them down, get relationships established with parents. "Then the harsh reality lies ahead and for a few years (depending on how long) you have to prepare literally day and night and stay ahead because you cannot be alongside the child, you have to be ahead".

The chief education specialist continues that parents need to prepare for the following day's home schooling. Parents should be aware of that reality. "If somebody does not spell it out to them in terms of what it requires of their time, attention and energy that you have to pump into it, then they can have a misperception and idealist image of what home schooling is. I would really say that it is essential that parents are orientated with regard to home schooling".

The education specialist mentioned "parents who approach us about home schooling are not always sure about what they are letting themselves in for. They come to us for advice. What they want is knowledge on home schooling, not necessarily a programme, but more about information so that they can make a final and informed choice. Many parents have made a choice when they come to us, they know exactly what they are going to do and there is no question about it. They know the specific curriculum, they know the people who provide the curriculum, they know a friend who is also using the programme; this person has done his homework with regard to the type of curriculum he wants to use".

The chief education specialist stated that parents would come to them and ask: "tell me about home schooling, help me to make a choice and when it is about a home schooling curriculum we will tell them that it is not our job to make a choice about a curriculum on behalf of them, and that they should approach the curriculum providers. We then realise that this person has only just made a choice to home school but does not yet

have an idea of the routes he can follow with regard to his home schooling. We have to tell them that we don't want to make the choice on his behalf because then we would be prejudiced towards certain curriculums".

The chief education specialist mentioned that there should be open days for home schooling parents and their children, similar to the open days held at schools towards the end of the year. Parents should be able to investigate all the options, what does this school have which that school does not have, the school entertains parents and informs them of what they can offer a parent which the other school cannot. This type of orientation (open days) is also necessary for home schooling parents.

6.4.3.2   Aspects to be addressed in training programme

The education specialists were asked what elements they thought needed to be addressed in such a programme.

The education specialist was of the opinion that "the curriculum providers must not try to impress parents, but must help them to choose a curriculum to suit their family's particular and unique life style because if parents choose the "wrong" curriculum they realise after home schooling for some time that they and a particular curriculum are not compatible".

According to the *education specialist,* "to make a choice to get the right curriculum provider is not that easy, because the competition among the curriculum providers is rather strong". Some curricula are aimed at for example, the Afrikaans speaking market. It often is the case that parents are not orientated with regard to the realities of a curriculum, and this can be misleading. It would therefore help if parents can be assisted to analyse and identify what in a curriculum makes it suitable for their specific situation. Thus, will their family be comfortable with such a curriculum. "Parents who are more religiously orientated, and with this I do not insinuate that other parents are less religiously orientated, will for example choose the Oikos curriculum".

The education specialist further explains "when they make contact with us our experience is that they know exactly what they want. They are familiar with the curriculum".

The *education specialist* also mentioned that parents who realise that their children have for example learning problems, reading problems such as dyslexia, and are not making progress, make the choice to home school. They realise that their children cannot continue with their schooling in a public school and that it is now a new decision they must make. This is the parent who did not really plan ahead and it was a sudden decision. Home schooling has then become an alternative option and they struggle to make the decision and need advice. "We also have parents who remove their children for reasons such as sport, training to become professional in a sport such as tennis, equestrian and swimming. Parents do not have a problem with the public school as such but the child has to train twice a day and that makes it difficult for them to attend normal school hours".

6.4.3.3 *Assessment*

The education specialist stated that there was a great need for parents to assess the progress of their children in relation to certain level/grade competencies.

The education specialist explained that some curriculum providers have very clear guidelines about assessment for example, with Brainline the child cannot progress to the next level if he has not gone through the assessment processes. "With some of the other curriculums the assessment is not that clear and parents would approach us and ask us if we cannot assess their children. They want to know to whom they can go to help them with the assessment of their child(ren). They want to know if their children have achieved the outcomes statements for a grade five for example. We at the department do not have the mechanisms, facilities or time".

The education specialist is of the opinion that there is a need to identify institutions, private persons to whom parents can go for assessment of their children. This person, institution must be qualified to assess whether learners have achieved certain outcomes.

The ACE in KwaZulu-Natal has established a center. With the OIKOS curriculum the focus is on family development and a strong religious foundation. You become a missionary in your family and carry the message forth. The focus is more on the development of the child's character. It makes it difficult for the Department of Education to determine whether this complies with the requirements of the curriculum. A person at the centre represents the OIKOS learners and learners are assessed on behalf of OIKOS. It is difficult for parents in the Western Free State who use this curriculum to go to Durban for the assessment. There is definitely a gap, need (leemte) among home schoolers for assessment with accreditation of their children. Many parents want to follow Curriculum 2005, they feel that the learning style suits them but who will assess their children. Schools are willing to assess children, but there is a problem with the co-ordination between the school and the home – that which the teacher does and that what the parents do becomes difficult because the teacher ends up with an extra work and they become less willing to help out, because the child is not in the class and they cannot always send a message home.

The education specialist is of the opinion that an organisation or a body needs to be established where the child can go to even if it takes 2 to 3 days. "Lets assess you and assess where the gaps are". ACE attempted to apply the principle that when a child changes from a public school to an ACE school, he must go through an evaluation and the gaps must be identified. He then has to catch up before they can continue. There is definitely a need for assessment in the market if it will cost money and be profitable one can't tell, but it is about providing a service to parents who have a need to have their children assessed.

6.4.3.4 *Other problems*

Choosing the right curriculum or curricula poses a problem at times.

The education specialist explained that parents would be using a curriculum for a while and then would realise that the particular curriculum does not comply with their needs. One curriculum may have certain aspects they can use whereas another curriculum has other aspects they can use. They do not really find a curriculum with which they are 100% satisfied. There is a way in which they can combine a curriculum in between these curricula. This entails combining certain parts of one curriculum with parts of the other curriculum, for example combining KenWeb with Impak. Some parents even follow three different curricula: one curriculum works for one child but not for the other. They prefer it this way because KenWeb does not provide all the subjects they want their children to take. So they have to sit on two chairs so to speak. How to help parents and guide them to realise what they really want for their children could be included in a training programme.

6.4.3.5   *Coping with a structured curriculum*

The education specialists were asked whether they thought that parents cope better with a structured curriculum.

The education specialist responded that a "programme like Oikos with an open learning system makes it difficult for parents to determine whether their children are on standard. However, Oikos parents feel that it does not matter whether their children are on the right standard; they believe they will achieve the outcomes one day. The problem that arises is what will happen if these children have to return to a public school".

6.4.3.6 *Registration*

The education specialists discussed the importance of registration.

The chief education specialist explained that registration does not only mean that you can say "I am on the right side of the law", but it brings you into contact with expertise. Often without even being aware of a problem, through registration you come into

contact with these people and this again leads to conversatio which focuses on aspects of which you were not even aware.

The chief education specialist was of the opinion that the legal side of registration is almost a matter of minor importance in comparison with the advantages it has to offer and the network function being presented. In other words, it is more about aspects, which parents are not aware of, are doing wrong and have a need for. During registration these conversations come to the fore and then the education specialist can ask them about things for example "did you know about this or that". Parents then realise that they did not know. For example, parents who complained about their child's dyslexia. The education official suggested that the mother have the child's eyes tested which they did and they discovered that the child could not see well and that was the reason for him not reading well. Some parents think that the curricula offer enough support but the problem is that curriculum providers do not do home visits whereas education specialists visit parents in their homes and can assist them with advice on the spot.

6.4.3.7   The home schooling parent as facilitator of learning

The education specialists were asked whether home schooling parents are facilitators of learning.

The education specialist responded "Yes, definitely. I want to go so far as to say that they are not teachers at all. Home schooling parents who want to be teachers "will make a flop" of it and not be successful".

6.5   CONCLUSION

In the questionnaire survey, data were collected to determine whether parents have the necessary expertise, "qualifications", skills, knowledge and attitude to home school their children successfully. Biographical data were obtained about parents with respect to their age, gender and religious affiliations. Data were also collected concerning the

parents' teaching qualifications, teaching experiences and other qualifications. Parents further reflected what home schooling curricula and approaches they apply, as well as certain issues, problems and shortcomings parents experience with regard to home schooling of their children. Parents were also probed with regard to the training of home schooling parents and whether it was important to be trained.

Interviews were also conducted with parents and education specialists to triangulate the data collected about the needs, problems and uncertainties of home schooling parents.

The majority of parents were of the opinion that a training programme would benefit them as well as follow-up programmes to address problems they might encounter. With this knowledge the researcher aims to develop a training programme that will be instrumental in improving parents' knowledge, skills and behaviour.

The main issues addressed in the interview were whether home schooling parents had a need to do a training programme before or during the home schooling of their children. Parents were mostly of the opinion that a training programme will really benefit them as well as a follow-up programme to address problems they may encounter.

The following chapter discusses recommendations, summaries, conclusions, possible areas for future research and limitations of this study.

CHAPTER 7

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

7.1   INTRODUCTION

The outcome of this study resulted in the development of a training programme for home schooling parents *(vide* Appendix G).

The rationale behind the designing of this training programme for home schooling parents is to give tangible and practical support to experienced and inexperienced home schooling parents (*vide* 4.3). The outcomes will not be a formal qualification for home schooling parents but will enable and equip them with the necessary hands-on home schooling skills, for example how to choose a suitable curriculum, how to write the outcomes for their specific home schooling curriculum, or how to assess whether their children have reached certain required outcomes. Furthermore, the outcomes will enable parents to gain knowledge on for example the cognitive, moral and social development of children, and how to help them to develop in those areas as well as in their abilities to solve problems, to think critically and creatively.

Data were collected on the skills qualifications of parents and whether this "qualifies" parents to home school.   Although more parents indicated in the survey that they did not attend a training programme (*vide* Table 6.27), it became clear that the majority of them would prefer some form of help (*vide* Tables 6.29 and 6.30), advice or guidance with regard to various aspects of home schooling.

A summary of the main points discussed in the study will cover the problem statement and aims of the study in Chapter one; a review of the literature from Chapters two to four; the research methodology in Chapter five, and the results and findings of the empirical study in Chapter six.

7.2   AIMS OF THE STUDY

In view of the research problem the following questions regarding the development of a training programme for home schooling parents were formulated and will be answered in this chapter *(vide* 1.5):

1. Do parents opting for home schooling have the necessary background, knowledge and skills to facilitate teaching and learning effectively? (*Vide* 1.4.1; 2.2; 2.5.2; 2.5.3; and 3.11.)

2. Can parents differentiate aspects such as content, approaches, resources and suitable learning environments on the basis of their children's readiness, interests and learning styles? (*Vide* 1.4.2; Table 2.1; 2.2.1.1; 2.2.2.3; 2.4.2; 2.4.4; 2.5.1; 2.5.3; 2.5.4; 3.5.2.1; 3.8.1.4; and 3.11.3.)

3. To what extent can the home schooling curricula providers, Education Departments and home schooling associations support parents in their home schooling tasks? (*Vide* 2.5.4; 3.11; 3.11.1.; 6.2.9.9; 6.3.5.9iv; 6.3.7.3; 6.3.7.16; 6.3.9.10; 6.3.9.11i; 6.4.1.4; 6.4.1.11; 6.4.1.7; 6.4.3.1; and 6.4.3.6.)

4. Which parent is primarily responsible for the home schooling and what aspects need to be addressed in a training programme to help parents develop or improve their home schooling abilities? (*Vide* 2.2; 2.2.2.2; 2.3.2; 2.5.2; 2.5.4; 4.7.3; and 4.9.)

5. Are parents aware of the different roles they fulfil within the home schooling context? (*Vide* 2.2; 2.5; 3.5; 3.9.1; 3.11.4; 4.7.3; and 4.9.)

In view of the research questions the researcher aims to attain the following outcomes with this programme namely to:

1. help parents come to understand the importance of equipping and empowering themselves with the necessary skills, knowledge and background to succeed in their task as home schooling parents (*vide* 2.5; 3.11; 6.3.5.7; 6.3.7.10; 6.4.1.3; 6.4.1.5; 6.4.1.16 and Appendix G);

2. assist and guide the parent in co-operation with curriculum providers, Education Departments and home schooling associations to select a curriculum, resources and suitable learning environments based on their children's readiness, interests and learning styles (*vide* 3.11; 6.3.7.1; 6.3.9.1; 6.3.9.2; 6.3.9.4; 6.3.9.8; 6.4.1.4; 6.4.1.13; 6.4.1.16; and 6.4.3.1);

3. propose certain recommendations regarding aspects to be addressed to home schooling associations, Eduction Departments as well as schools of education at institutions of higher education. These recommendations will hopefully contribute to an effective and supportive home schooling system in South Africa, based on sound didactical and pedagogical principles (*vide* 2.3; Table 3.1; 6.3.5.9iv; 6.3.7.3; 6.3.7.16; 6.3.9.19; 6.3.9.11i; 6.4.1.4; 6.4.1.11; 6.4.1.7; 6.4.3.1; and 7.5);

4. address the needs of the parent primarily responsible for home schooling by providing a handbook or training manual as an outcome of the research project which will serve as a guide for current parents as well as those who are planning to home school their children (*vide* 6.3.5.5; 6.3.7.10; 6.4.1.8; 6.4.3.2; 6.4.3.3; and 6.4.3.4); and

5. raise awareness amongst parents about the different roles they fulfil in their home schooling capacity (*vide* 6.4.1.9; 6.4.1.10; 6.4.1.15; 6.4.3.2; and 6.4.3.4 6.4.3.7).

7.3   SUMMARY

In view of the formulated objectives, the researcher carried out a literature study on the parent in general, parenting skills, the parent as home schooling facilitator, the parent

as adult learner, and the development of a training programme for home schooling parents. The chapters addressed other aspects of importance related to the primary objective and issues.

- The first chapter focused, among other things, on the research questions, the problem statement and briefly the reasons why parents decide to home school their children. It was concluded from the literature study (*vide* Chapter two) and the interviews that these reasons usually originate from the needs and abilities of the children themselves or from the beliefs of the parents (*vide* 1.4.2 and 6.4.1.6).
- The concepts of parenting, the parent as home school facilitator, the parent as pedagogue, parental and home schooling skills, and the impact of the parent's qualifications on home schooling were topics discussed in Chapter two.
- Home schooling parents are also adult learners who are actively involved with the learning of their children. In Chapter three the characteristics, definition, the learning styles of adults compared to those of children, the multiple roles of the adult learner, the adult learning programme, and other aspects of adult learning were discussed.
- The definition of a good programme, the rationale of a programme, as well as important aspects with regard to a good programme were considered in order to ensure that the home schooling training programme would basically comply with all the necessary requirements of a good programme (Chapter four).
- A multi-method research approach was applied in this study where both the qualitative and quantitative research methods were used with the aim to add validity and reliability to the study. A questionnaire survey as well as interviews were conducted for gathering data (Chapter five).
- The empirical investigation analysed and interpreted the research data in an attempt to gain biographical information on home schooling parents, their qualifications, skills, home schooling knowledge, curricula, and other important aspects regarding their home schooling (Chapter six).
- Conclusions and recommendations with regard to the gathered data will now be discussed.

7.4 CONCLUSIONS FROM LITERATURE STUDY, QUESTIONNAIRE AND INTERVIEWS

In this section the findings of the study are presented within the framework of the research questions. In an attempt to respond to the research questions, the researcher will refer to facts in the literature study in order to draw certain conclusions as well as substantiate the facts with the data obtained from the interviews and the questionnaire in this study. The main aim of this study was to develop a training programme based on the evidence gathered from this study. The researcher endeavoured to attain certain objectives which will be discussed in the ensuing paragraphs.

7.4.1 Necessary qualifications, skills, knowledge and background

Certain questions with regard to home schooling are often raised, one of which being whether parents are professionally trained or qualified teachers, capable of home schooling their children. The new policy on education states that parents may home school their children. However, certain aspects regarding this law appear to be confusing since section 51(8) (a)(i) requires of parents to "declare their highest education standard achieved by him or her". This method of categorising parents could lead to the Education Department's refusal to register a home schooler *(vide* 1.4.1).

Even though some parents are of the opinion that they do not need a teaching qualification in order to be successful *(vide* 1.4; 2.5.3; 3.11; and 6.4.1.16), it was concluded from the interviews with parents that a teaching background gives them more confidence to teach at home, and that teaching experience, for example remedial teaching, can also be useful. On the other hand, it was also concluded that parents who takes an interest in what they are doing and who are open to learning, can make a success of home schooling (*vide* 6.4.1.16).

Home schooling parents are more likely to be professionals or have a technical background and their careers vary for example domestic home-makers, teachers, nurses, pilots, accountants, secretaries, social workers, engineers, lecturers at universities, and other professions (*vide* 1.3 and 6.3.3.2).

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Critics of home schooling believe that parents should at least have a bachelor's degree and a teaching diploma *(vide* 1.2). Of the parents who participated in this survey, more were qualified in a teaching discipline than in any other (*vide* Table 6.8). It was also concluded that parents who had participated in this study held diplomas, bachelor's degrees, postgraduate diplomas, honours and master's degrees *(vide* Table 6.7). Parents with a teaching qualification had experience in primary teaching, remedial teaching, physical training, music, home economics, psychology and languages (*vide* Table 6.13). It was concluded that the teaching experiences of parents who had participated in this study ranged from eight to 15 years (Table 6.10).

The literature study and interviews, however, revealed that an academic qualification or a teaching qualification is not necessarily a guarantee for success when it comes to the home schooling abilities of the parents *(vide* 1.4.1; 2.5.2; 2.5.3; 3.11.3; 6.3.5.11iii; and 6.4.1.5).

7.4.2 Selecting a curriculum, resources and suitable learning environments based on children's readiness, interests and learning styles

Despite the love, concern and positive quality parents possess to home school their children, some parents find it difficult to home school their children. These difficulties stem from circumstances, lack of knowledge with regard to the correct curriculum and how to help their children to the best of their (the parent's) abilities. Lack of support from family, friends and the community, as well as a feeling of inadequacy prevent parents from executing their home schooling task (*vide* 1.4.2 and 6.3.5.7). Some parents stated that they drew strength from their faith *(vide* 6.3.5.10).

From the interviews with the education specialists it was concluded that misconceptions and an idealist opinion about home schooling may cause parents to fall behind. When the harsh reality sets in, it takes parents day and night of planning in order to stay ahead. Parents need to be made aware and it must be spelled out to them that home schooling will require their time, attention and energy (*vide* 6.4.3.1). The literature study

also revealed that parents must "pause" before embarking on this home schooling experience for their sakes as well as those of their children (*vide* 3.5.2.1).

It was concluded from the interviews and the literature study that parents give themselves time to gain knowledge, read books and make a study of the curricula available (3.5.2.1; 6.3.7.1; and 6.4.1.3). It was further concluded that a pre-packaged curriculum or even combining curricula may prevent parents from worrying that some important aspects or topics may have been left out. These structured curricula have definite guides instructing parents how to facilitate the learning of their children (*vide* 3.11.2; 6.3.9.2; 6.3.9.3; and 6.4.1.5).

Interviews with the education specialists indicated that many parents who had approached them, had already done their "homework" and had made a choice with regard to a home schooling curriculum. It was clear that they knew who the providers were and in many instances would know a friend who was also using the curriculum *(vide* 6.4.3.1).

Other parents would be unsure and approach the education specialists for advice and knowledge on home schooling, as well as for help to make an informed choice (*vide* 6.4.3.1). These interviews proved that education specialists preferred not to make a choice about a curriculum on behalf of parents. They can only advise them and leave the final choice between the home schoolers and the curriculum providers (*vide* 6.4.3.1). It appeared that, even though parents make a choice about a curriculum, it might not necessarily be the right choice for them.

It is obvious from the interviews that one group of parents prepared themselves well with regard to their choice to home school, the curricula and the content they wanted to follow; preparing a place in their houses, getting in touch with home schooling associations; and registering their children with the Education Department. Other parents made sudden decisions, especially when, for example, they realised that their children had learning problems and were not making any progress in school. For such

person, home schooling became an alternative option and only then did the parent seek advice (*vide* 6.4.3.2).

The literature study raised the concern that the home school could not provide the facilities for effective teaching and learning of subjects such as science where expensive equipment and specialist knowledge are required *(vide* 1.2). Parents reported that they, as educators, learned a great deal about subjects with their children (*vide* 3.8.1.3; 3.8.1.4; 6.3.5.6; and 6.3.7.7). It did show, however, that parents sought professional help for their children should the need arose (*vide* 6.3.5.5; 6.3.7.1v; and 6.4.1.5).

Although many parents have access to various media and teaching aids and attempt to create an information-rich environment with the best books, learning materials and equipment (*vide* 2.5.1), they do not have enough time to utilise these things (*vide* 6.3.5.10xi). Parents indicated that communication was the activity they mostly engaged in with their children (*vide* 4.7 and 6.3.9.5).

In the secondary school years, the increasing number of subjects might pose a problem for which parents sought outside help in the form of expert tuition and correspondence (*vide* 2.4.2; 2.5.1; and 6.3.5.5).

By attending training programmes and having their children tested diagnostically (*vide* 6.3.7.5), parents became aware of their own as well as their children's learning styles *(vide* 3.5.2.1). Children were allowed to focus on that which interests them (*vide* 2.5). By participating in training programmes, parents became aware of similar activities they could apply in their home schooling (*vide* Figure 4.2). Parents indicated that some curricula were "flexible" and allowed opportunities for learning in more than one way (*vide* 4.8 and 6.4.1.14). Parents applied home schooling approaches ranging from having a curriculum similar to that of the public school to an unschooling or a unit study approach or any of the other home schooling approaches (*vide* Table 1.1). Some parents also mentioned that they would like to learn more about learning styles in general (*vide* 3.5.2; 6.4.1.7; and 6.4.1.13). Parents indicated that they were bound by the curriculum and followed a typical textbook approach (*vide* 6.4.1.14).

Parents develop and grow by reading and doing research with their children by being part of the learning experience (*vide* 6.3.5.10viii), by attending seminars and workshops, and by developing their own philosophy (mission statement) (*vide* 2.2.1.2; 3.5.3; and 6.4.1.12ix).

7.4.3 Home schooling support

It was concluded from the opinions of the education specialists that there is a strong competition among curricula providers. They should help parents choose a curriculum to suit their family's particular and unique life style, because it often happens that parents realise after having conducted home schooling for some time, that they and their curriculum are "not compatible" (*vide* 6.4.3.2). There are many curricula to choose from and parents should be able to find one suited to their unique home schooling situation (*vide* Table 3.5).

From the interview with parents and the questionnaires it was concluded that many parents who followed a home school curriculum received good support from curriculum providers by means of training and information sessions, seminars and videos presented by specific curriculum providers (*vide* 6.3.7.15i; 6.3.9.2; and 6.3.9.8i).

Some curriculum providers make it compulsory for parents to attend their orientation (*vide* 6.4.3.1). How to present and facilitate the lesson content are explained in such a way that even the "uneducated motivated parent" will be able to apply it in their home school *(vide* 6.3.7.3 and 6.3.5.10). TCE (Theocentric Christian Education) presents seminars (*vide* 3.11.2; 6.3.7.5; 6.4.1.3; and 6.4.1.4). According to some parents and the education specialist Brainline is up to standard, and has a very good assessment system. Learners cannot progress to the next level unless they have gone through the assessment process *(vide* 6.4.1.4; 6.41.5; and 6.4.3.3). The education specialists also provided recommendations regarding the assessment of home school learners (*vide* 7.5).

Home schooling support groups are valuable as far as sharing of information and experiences are conderned (*vide* 6.4.1.11). Some parents indicated that they received help and advice from home schooling associations *(vide* 6.3.7.15).

The willingness of the education specialists (Education Department) to co-operate with the home schooling parents and *vice versa* was evident in this study. Parents were of the opinion that they preferred these links in order to keep them up to date with regard to education developments, higher education requirements and legal aspects *(vide* 6.3.9.9 and 6.3.9.10). Registering not merely refers to being able to say, "I am on the right side of the law". It brings home schooling parents into contact with expertise and with people to whom they can talk and who can help them to solve their problems (*vide* 6.4.3.6). It was clear from the interview with the education specialists that they worked closely with the home schooling parents and attempted to support and assist them with solving problems and giving advice on home schooling matters *(vide* 6.4.3). Other parents were not interested in establishing links with the Education Department (*vide* 6.3.9.8).

7.4.4 Addressing the needs of the parent primarily responsible for home schooling in a training programme

It was concluded from the literature study and the questionnaire that mothers usually conduct the home schooling programme and give up their careers in order to teach their children at home (*vide* 1.3; 2.3.2; 2.5.1; 6.3.1.2; and 6.3.5.4).

Adult training programmes are usually developed and structured to improve knowledge, which can be applied in life; help with solving problems; and the development of certain skills *(vide* 3.10 and 4.9.1).

This study indicated that parents have needs with regard to the home schooling of their children. Several training opportunities, presented by Education Departments, home schooling associations and curriculum providers (*vide* 6.3.7.3), were attended by some of the parents who had participated in this survey. In order to promote good teaching

and learning, parents should have the opportunity to advance academically with the use of technology; to acquire techniques in using such technology; and consequently to be better equipped for success in their home schooling tasks (*vide* 4.8.3). Parents prefer to gain knowledge by means of written material and audiovisual equipment *(vide* 4.4.1 and 6.3.7.13). Alternatively, they would attend a "power packed" programme on a term basis (*vide* 6.4.1.17).

Parents and the education specialists agreed that a training programme can benefit the parents in terms of encouragement, saving time and clearing all the uncertainties they experience in the beginning *(vide* 2.5.4; 6.4.1.7; and 6.4.3.1). It was concluded that parents have knowledge about many aspects concerning their home schooling, but they do not always know how to apply it or adapt it in their specific home schooling situations.

As their children's first educators parents are expected to be skilled in the basic skills required of parents (*vide* 2.2.2). When these parents step into the role of home schooling parents, additional skills become a necessity. Although many parents are satisfied with their home schooling situations (*vide* 6.3.5.10), others concluded that they had insufficient knowledge; that they would like to equip themselves with skills; and that they would like to gain experience (*vide* 6.3.5.11i and 6.3.5.13ii).

The following important aspects rated highest on the scale and must be included in a training programme, namely training in life skills, guidelines on home schooling, advice and implementation of curricula, teaching and learning aids, knowledge with regard to different learning areas, as well as teaching and learning methods (*vide* Table 6.30).

The constant changing demands and situations "pressurise" parents to keep up with these changes and to help their children to the best of their ability to acquire the life skills in order to cope and survive in life and as an adult (*vide* 2.2.3; 2.5; and 6.3.7.7).

The most important life skill to achieve is the skill required to cope with the situation at hand (*vide* 4.10). It became apparent that all parents require basic parenting skills, for example on how to run a home; how to organise their daily routine in the home; teach

their children to play responsibly; apply discipline (*vide* 6.3.5.7); gain knowledge; and how to help their children develop cognitively and emotionally (*vide* 2.2.2.3). Other important life skills such as solving problems *(vide* 2.2.2.1); the moral, spiritual and social development of children (*vide* 2.2.2 and 2.5.1); how to motivate children *(vide* 3.11.3); how to teach them to think critically and creatively *(vide* 2.4.2); and how to become information literate must be included in a training programme (*vide* 2.2.3).

Parents were not very concerned about the social development of their children and were of the opinion that their children communicated comfortably with people of all ages (*vide* 1.2 and 6.3.5.10xi).

Some parents found it difficult to cope with their day-to-day activities and experienced feelings of loneliness, boredom and of being trapped. Children can be demanding and parents can experience emotional, spiritual, physical and intellectual burn-out (*vide* 2.5.2). Experiencing feelings of inadequacy and the negative attitude of their children are aspects which parents do not enjoy about their home schooling (*vide* 6.3.5.7).

The ultimate purpose of assessment is to obtain information about learners' competence from the tasks they had to complete (*vide* 4.6.1 and 4.9.2). It was concluded from the interview with the education specialists and the parents that assessment poses a problem for some parents who returned their children to school because they were not sure about the assessment on the grade 11 and 12 levels (*vide* 2.5.2; 6.3.5.12; and 6.4.1.5).

7.4.5 The different roles that home schooling parents fulfil within the home schooling context

Facilitation does not require of a teacher (home schooling parent) to preach, lecture or tell most of the time, but rather to share responsibility with the learners to accomplish tasks. The facilitator further provides the relevant resources and structures to enable the learner to develop, explore, discover and learn (*vide* 2.4.1).

It was concluded that, besides fulfilling the main role of being a parent (pedagogue), parents were aware of their facilitative role *(vide* 2.4; 2.5.1; 6.4.1.9; 6.4.3.3; and 6.4.1.11) and of their adult learners' role (*vide* 2.2.1; Figure 2.1; and 3.9.2). Within this home schooling role of parents evolved other roles, for example that of curriculum developer, assessor, problem-solver, collaborator, partner, tutor, fellow learner, supporter and audience *(vide* 2.2.2.1; 2.2.2; 2.5.1; and 3.9.1).

Parents as adult learners model lifelong learning to their children (*vide* 3.4.2.3; 3.5.1; 6.3.7.6; and 6.3.7.7). Parents set the examples by always expanding their skills and knowledge and by encouraging their children to follow their example (*vide* 2.2.3; Table 3.3; 3.9.2; 6.3.7.6; and 6.3.7.7). It was concluded that parents, and more specifically those pertaining to this study, perceived themselves as adult learners (*vide* 2.2.3; Table 3.3; 3.9.2; Table 6.28; and 6.3.7.7).

It appears that some parents differ in their views with regard to the role of being parent on the one hand, and the role of being home schooling parent on the other. The literature study revealed that home schooling is merely an extension of parenting. If parents attempt to separate these roles they will find it difficult to keep these two functions separate (*vide* 2.5 and 6.4.1.10)

A few home schooling approaches or methods lend themselves more strongly to facilitation than others because they do not teach and they do not impose an inconsistent, artificial curriculum. Learners learn to read, think and learn for themselves. They do not fall behind and receive plenty of stimulation (*vide* 2.5.1 and 6.3.5.10).

The demanding roles parents have to fulfil within the home schooling context can cause them to become concerned and even have "panic attacks". This leads to stress and other related problems, which could end up in home schooling burn-out (*vide* 2.5.2).

7.5   RECOMMENDATIONS

The researcher wishes to make the following recommendations on account of the evidence emanating from this study:

- To develop, apart from Appendix G, training programmes, for example a beginner's programme, an advanced training programme, and programmes developed with regard to specific needs of parents.

- To make this programme available to parents through the co-operation of home schooling associations and Education Departments.

- Open days or exhibitions for home schoolers are occasionally held in certain areas in the country, but are not advertised, as they usually form a very small part of a much larger education exhibit. The chief education specialist recommended that opportunities be created where open days are held for home schooling parents and their children, similar to the ones held at public schools every year to promote their school (*vide* 6.4.3.1). This will afford parents who are home schooling and parents who are planning to do so, the opportunities to investigate their options; the home schooling curricula available; and to talk to experts who will be available to assist them with advice.

  These open days can be held in co-operation with curriculum providers across the country, home schooling associations, Education Departments, and higher education institutions (universities and FET colleges). Bookstores and other educational suppliers as well as parents willing to share their expertise with other parents will also form an essential part of this open day.

- The researcher strongly recommends that Schools of Education at institutions of higher education include a module on home schooling as part of their diploma or bachelor's degree courses. This module can be offered and marketed as a single module or short course which home schooling parents can attend and complete and for which they will receive a certificate. Other qualifications, for example undergraduate, postgraduate or other qualifications, should not be a prerequisite for parents to attend this module. The aim would be to help as many home schooling parents as possible without making them feel they are not qualified to enrol for such a module. This module can also be offered electronically (see E- learning below).

- The researcher recommends that future training programmes be developed in the form of an E-learning (electronically) training programme where parents can log on to a specific home schooling training site and obtain all the necessary information they require as well as communicating with the home schooling facilitator concerning the related themes presented in the programme. This can also take place on an elective basis where parents can decide to do a specific module, unit or theme relating to a specific problem regarding their home schooling, for example how to help the child develop morally, socially, and emotionally, in addition to learning styles with surveys to assess children's learning styles. These programmes or individual modules can be developed or based on requests from parents obtained by means of national surveys.

- Further training programmes can be developed at the request of parents who will identify aspects that need to be addressed. This programme can be implemented, evaluated and adapted to keep up to date with developments and changes with regard to the law, new curricula and other developments. This programme, including future programmes, can be evaluated in co-operation with the home schooling parents, who are the main role players, home schooling associations, curricula providers, Education Departments, and the media.

7.6   LIMITATIONS OF THE STUDY

This research study was also not without problems and limitations. Researchers should therefore be aware of the strengths and pitfalls of methods chosen in producing valid and reliable data, as well as how this would affect the study and the generalisations that could or could not be made from the findings. Subsequently a discussion of possible limitations that came to the fore in this study will follow.

The 43.13% response rate of home schooling parents, although acceptable according to resources (*vide* 1.8 and 5.5.1) could reflect a lack of interest among home schooling parents.

It is possible that there may have been limitations on the way in which data analysis was undertaken which might, in turn, have affected the research findings in this study.

The use of the triangulation method, which encompassed multiple methods of data gathering and analysis, minimised this problem (*vide* 5.3.4 and 5.7).

7.7   CONCLUSION

Home schooling parents in South Africa are a unique group of parents who decided to dedicate themselves to the cause of educating their children. This decision is usually born from a heartfelt desire to give their children a quality education or as a result of their belief that it was inspired by God.

This research gave an overview of home schooling parents as adults who are responsible for the education of their children. Home schooling parents are their children's first educators (pedagogues) and, in addition to that, they become the facilitators of their children's learning. To accomplish and fulfil this task parents spontaneously take on the role of adult learners who, with their children, become part of this learning experience.

Parents often place themselves under pressure to perform this task to the best of their abilities and, despite a qualification and much effort to attain the necessary knowledge, skills and attitude, many of them realise at some point that they can only benefit by seeking help in the form of training, support or advice from experts.

It is for this purpose that the outcome of this study is a training programme for home schooling parents (*vide* Appendix G). This programme is, however, merely the tip of the iceberg. Consequently future research as well as input from home schooling parents and other role players can vastly contribute to the refinement of various aspects of this and future programmes.

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HOME SCHOOLING IN SOUTH AFRICA:
A training programme for parents

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QUESTIONNAIRE

J.H. (RIKA) VAN SCHOOR

2003

31 July 2003

Dear Parent/Home Schooler
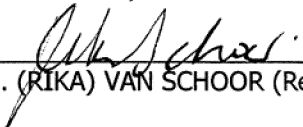
I am currently engaged in a Ph.D. study on **_Home schooling in South Africa: A training programme for parents._** Home schooling features regularly in the news and is currently an education and research issue. Against this background of the growing interest of parents to provide home schooling for their children in South Africa and because of the possible needs parents may have to undertake this task with confidence from the beginning, you are kindly requested to complete the accompanying questionnaire. This questionnaire will contribute to the development of knowledge on how to empower parents with the necessary confidence, skills, knowledge and attitude to fulfil this specialized task to the best of their ability.

I wish to assure you that all information obtained by means of this questionnaire will be treated confidentially and anonymously and will not be used for any purposes other than those of this research.

I undertake to inform home schoolers through home schooling associations when the research results become available. I would be most grateful if you could complete the questionnaire and return it in the enclosed post-paid envelope **_not later than the 05 September 2003_** to me (Rika van Schoor).

I wish to thank you sincerely in advance for your co-operation in completing the questionnaire. I assure you that this research will not be possible without your valuable contribution.

Yours sincerely

_____
J.H. (RIKA) VAN SCHOOR (Researcher)

_____
PROF. H.R. MAY (Promoter)

INSTRUCTIONS FOR COMPLETING THE QUESTIONNAIRE

This questionnaire is strictly for research purposes only and no person's name will be made known. This questionnaire must be completed by the parent who is primarily responsible for home schooling.   Please note that there is no correct or incorrect answer but that only your honest and expert opinion as home schooling parent is required.   You will notice in all the sections, that space is provided for **other** information.

This questionnaire consists of five sections, namely Section A (Biographical information regarding the parent), Section B (Parental skills), Section C (Home schooling information), Section D (Home schooling training of the parent) and E (Facilitating home schooling).   **_Please complete all the questions in all five the sections completely._**

Please consult the glossary inserted at the end of the questionnaire for an explanation of some words/terminology which might not be clear.

SECTION A BIOGRAPHICAL INFORMATION REGARDING THE PARENT		
• Indicate your answer by circling the correct block. Certain questions may have more than one response.		
1.	Your age category.	
1.1	20 years and younger	**1**
1.2	20-30 years	**2**
1.3	31-40 years	**3**
1.4	41-50 years	**4**
1.5	50 years and older	**5**
2.	Gender	
2.1	Male	**1**
2.2	Female	**2**
3.	What is your home language?	
3.1	Afrikaans	**1**
3.2	English	**2**
3.3	Other (please specify)	**3**
4.	Your religious affiliation	
4.1	Dutch Reformed	**1**
4.2	A.F.M.	**2**
4.3	Methodist	**3**
4.4	Roman Catholic	**4**
4.5	Hervormd	**5**
4.6	Reformed	**6**
4.7	Presbyterian	**7**
4.8	Hindu	**8**
4.9	Muslim	**9**
4.10	Jewish	**10**
4.11	None	**11**
4.12	Any other (please specify):	**12**
5.	In which province do you live?	
5.1	Free State	**1**
5.2	Gauteng	**2**
5.3	Kwazulu Natal	**3**
5.4	North West	**4**
5.5	North Cape	**5**
5.6	Western Cape	**6**
5.7	Mpumalanga	**7**
5.8	Eastern Cape	**8**
5.9	Northern Province	**9**
6.	Population group	
6.1	White	**1**
6.2	Indian	**2**
6.3	Coloured	**3**
6.4	Black	**4**

SECTION B PARENTAL SKILLS		
7. Your highest qualification		
7.1 Matric	**1**	
7.2 Diploma	**2**	
7.3 B. Degree	**3**	
7.4 Post-graduate diploma	**4**	
7.5 Honours degree	**5**	
7.6 Master's degree	**6**	
7.7 Doctor's degree	**7**	
7.8 Any other qualification (please specify): ………………………………………………	**8**	
8. Specify the discipline in which you have qualified, e.g. teaching, medicine, law, etc. ………………………………………………		
9. Your highest teaching qualification (if applicable)		
9.1 Primary teaching diploma	**1**	
9.2 Secondary teaching diploma	**2**	
9.3 B. Ed	**3**	
9.4 M. Ed. (Education)	**4**	
9.5 Ph.D. (Education)	**5**	
9.6 Any other teaching qualification? Please specify: ………………………………………………	**6**	
10. Teaching experience in public or private schools		
10.1 None	**1**	
10.2 Less than 5 years	**2**	
10.3 5 – 10 years	**3**	
10.4 More than 10 years	**4**	
11. What grades did you teach?		
11.1 0 – 3	**1**	
11.2 4 – 6	**2**	
11.3 7 – 9	**3**	
11.4 10 – 12	**4**	
12. Have you specialised in any specific educational direction?	YES	**1**
	NO	**2**
13. If "YES", please indicate the specific field of specialisation: ………………………………………………………		
14. Are you involved with home schooling on a full-time basis?	YES	**1**
	NO	**2**
15. If "YES", what was your previous occupation? …………………………………………………		
16. If "NO", what is your current occupation? …………………………………………………		

Margin codes: 12 (Q7); 13-14 (Q8); 15 (Q9); 16 (Q10); 17 (Q11); 18 (Q12); 19-20 (Q13); 21 (Q14); 22-23 (Q15); 24-25 (Q16)

SECTION C				
HOME SCHOOLING INFORMATION				
17.	Are you a member of a home school association?	YES	1	26
		NO	2	
18.	If the answer is "YES", which one?			27-28
19.	Are you registered as a home schooler with the Education Department?	YES	1	29
		NO	2	
20.	If "YES", which one and when did you register?			30-31
21.	Which parent is primarily responsible for home schooling your children?			
21.1	Mother		1	32
21.2	Father		2	
21.3	Both		3	
22.	Is/are there any other person(s) involved in your child's(children's) home schooling?			
22.1	Grandparent		1	33
22.2	Friend		2	
22.3	Student		3	
22.4	Other (please specify):		4	
23.	What do you enjoy most about your task as home schooling parent?			
23.1	My own daily learning experiences about subjects (learning areas) presented.		1	34
23.2	Getting to know my child(ren) better.		2	
23.3	Building of family ties.		3	
23.4	To see my child grow and develop intellectually.		4	
23.5	Being in control of my child and the influence the environment may have on my child(ren).		5	
23.6	The learning activities.		6	
23.7	Other (please specify):		7	
24.	What do you as home schooling parent enjoy least about home schooling?			
24.1	The time home schooling consumes.		1	35
24.2	My child's (childrens's) negative attitudes at times.		2	
24.3	To experience a feeling of inadequacy at times.		3	
22.4	Not being able to meet my personal needs at times.		4	
24.5	Boring teaching and learning aids and activities.		5	
24.6	Disciplinary problems with child(ren).		6	
24.7	Uncertainty of your day-to-day planning of your home schooling facilitation programme.		7	
24.8	Unplanned and unforeseen interruptions due to household and social activities at home.		8	
24.9	Other (please specify):		9	

25.	Indicate to what extent you are concerned about the following aspects of home schooling, where 1 indicates "Not at all", 2 indicates "Partly", 3 indicates "Mostly" and 4 indicates "Fully".					
25.1	Whether my child is learning and developing sufficiently at all levels, i.e. intellectually, socially, emotionally, etc.	1	2	3	4	36
25.2	No concerns.	1	2	3	4	37
25.3	Ability to handle criticism from people opposing home schooling.	1	2	3	4	38
25.4	Legal aspects regarding home schooling.	1	2	3	4	39
25.5	Limited opportunities for social contact with other learners/children.	1	2	3	4	40
25.6	Lack of extracurricular activities.	1	2	3	4	41
25.7	Financial problems such as the cost of education materials.	1	2	3	4	42
25.8	Other financial problems related to not being employed.	1	2	3	4	43
25.9	Other (please specify):	1	2	3	4	44

26.	Does your home schooling experience meet with your expectations?	YES	1	45
		NO	2	

27.	If the answer is "YES", please explain why.

	46-48
	49-51
	52-54

28.	If the answer is "NO", please explain why not.

	55-57
	58-60
	61-63

29.	Did you stop home schooling?	YES	1	64
		NO	2	

30.	If your answer is "YES", please explain why.

	65-67
	68-70
	71-73

SECTION D
HOME SCHOOLING TRAINING OF PARENT

31.	Please indicate how important you regard each of the following items in your development as a home schooling parent, where 1 indicates "Not at all important", 2 indicates "Somewhat important", 3 indicates "Very important", 4 indicates "Extremely important".					
31.1	Local home schooling support group.	1	2	3	4	74
31.2	Reading and research on my own.	1	2	3	4	75
31.3	Attending home schooling conferences, seminars and workshops.	1	2	3	4	76
31.4	Developing your own philosophy as you go along.	1	2	3	4	77
31.5	Additional help from tutors e.g. in Maths, Science, etc.	1	2	3	4	78
31.6	The internet.	1	2	3	4	79
31.7	Other (please specify):	1	2	3	4	80

32.	Have you attended any training opportunities regarding home schooling?	YES	1	81
		NO	2	

33.	If "YES", please specify.

	82-84
	85-87
	88-90

| 34. | If your answer is "YES", what was the duration of the training? .... | | | | | | | 91-93 |

| 35. | What was the training about? | | | | | | | |

								94-96
								97-99
								100-102

| 36. | As a home schooling parent, do you regard yourself as an adult learner as well *(For the meaning of adult learners see glossary at the end of questionnaire.)* | YES | 1 | 103 |
| | | NO | 2 | |

| 37. | If your answer is "YES", please explain. | | | | | | | |

								104-106
								107-109
								110-112

| 38. | Do you have any need to attend a refreshment programme to improve your abilities as a home schooling parent? | YES | 1 | 113 |
| | | NO | 2 | |

| 39. | Indicate how important each of the following aspects of a refreshment programme is where 1 indicates "Not at all important", 2 indicates "Somewhat important", 3 indicates "Very important" and 4 indicates "Extremely important". | | | | | |

39.1	General knowledge with regard to learning areas.	1	2	3	4	114
39.2	Life skills home schooling parents need to acquire.	1	2	3	4	115
39.3	General guidelines on home schooling.	1	2	3	4	116
39.4	Advice on curricula.	1	2	3	4	117
39.5	Advice on the implementation of the OBE (Outcomes-based Education) curricula.	1	2	3	4	118
39.6	Advice on the implementation of home schooling curricula.	1	2	3	4	119
39.7	Assessment.	1	2	3	4	120
39.8	Disciplining the child.	1	2	3	4	121
39.9	Teaching and learning aids.	1	2	3	4	122
39.10	General knowledge with regard to different learning areas.	1	2	3	4	123
39.11	Teaching and learning methods.	1	2	3	4	124
39.12	Continuous assessment.	1	2	3	4	125
39.13	Portfolios.	1	2	3	4	126
39.14	Parental skills.	1	2	3	4	127
39.15	Lesson planning.	1	2	3	4	128
39.16	Planning of a daily routine.	1	2	3	4	129
39.17	Other (please specify):	1	2	3	4	130

| 40. | Would you prefer to receive training regarding specific life skills you think children need to acquire? | YES | 1 | 131 |
| | | NO | 2 | |

| 41. | If your answer is "YES", how important do you regard the following life skills, where 1 indicate "Not at all important", 2 indicates "Somewhat important", 3 indicates "Very important and 4 indicates "Extremely important". | | | | | |

41.1	Social responsibilities with regard to the community.	1	2	3	4	132
41.2	Interpersonal skills, i.e. communication, listening skills, conflict resolution, building of relationships, etc.	1	2	3	4	133
41.3	General guidelines with regard to home schooling.	1	2	3	4	134
41.4	Problem-solving skills.	1	2	3	4	135
41.5	Critical thinking skills.	1	2	3	4	136
41.6	Creative thinking.	1	2	3	4	137
41.7	Self-empowerment.	1	2	3	4	138
41.8	Coping with stress.	1	2	3	4	139

41.9	Motivation.	1	2	3	4	140
41.10	Development of the child's social skills.	1	2	3	4	141
41.11	Intellectual development.	1	2	3	4	142
41.12	Computer skills.	1	2	3	4	143
41.13	Emotional development.	1	2	3	4	144
41.14	Psycho-motor development.	1	2	3	4	145
41.15	Assertiveness.	1	2	3	4	146
41.16	Self-concept.	1	2	3	4	147
41.17	Entrepreneurship.	1	2	3	4	148
41.18	Other (please specify):	1	2	3	4	149
42.	Please indicate to what extent you prefer to receive training in the following learning areas, where 1 indicates "Not at all", 2 indicates "Partly", 3 indicates "Mostly" and 4 "Fully".					
42.1	Language, literacy and communication.	1	2	3	4	150
42.2	Human and social sciences.	1	2	3	4	151
42.3	Technology.	1	2	3	4	152
42.4	Mathematical literacy.	1	2	3	4	153
42.5	Arts and culture.	1	2	3	4	154
42.6	Natural sciences.	1	2	3	4	155
42.7	Economical and management sciences.	1	2	3	4	156
42.8	Life orientation (life skills).	1	2	3	4	157
42.9	Entrepreneurship.	1	2	3	4	158
42.10	Other (please specify):	1	2	3	4	159

For office use only

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┌──────┐
│      │   1
├───┬──┤
│   │  │   2-4
└───┴──┘
```

43.	By which means would you like to be trained. Indicate how important you regard each of the following aspects, where 1 indicates "Not at all important", 2 indicates "Somewhat important", 3 indicates "Very important", 4 indicates "Extremely important".					
43.1	Seminars.	1	2	3	4	5
43.2	Written home schooling guideline.	1	2	3	4	6
43.3	Support groups.	1	2	3	4	7
43.4	CD rom.	1	2	3	4	8
43.5	Videos.	1	2	3	4	9
43.6	Computer aided learning.	1	2	3	4	10
43.7	Other (please specify):	1	2	3	4	11

44.	How often would you prefer training?		
44.1	Monthly.	1	12
44.2	Quarterly.	2	
44.3	Once a semester.	3	
44.4	Once a year.	4	
44.5	Other (please specify):	5	

45.	Do you have access to information regarding home schooling (e.g. magazines, newsletters, etc.)?	YES	1	13
		NO	2	

46.	If your answer is "YES", please explain in what way.

		14-16
		17-19
		20-22

SECTION E				
FACILITATING HOME SCHOOLING				
47.	Do you follow a home schooling curriculum/programme?	YES	1	23
		NO	2	
48	If your answer is "YES", which of the following home school programmes do you follow?			
48.1	Theocentric Christian Education (TCE).		**1**		**24-25**
48.2	Accelerated Christian Education (ACE).		**2**	
48.3	A Beka.		**3**	
48.4	Clonard.		**4**	
48.5	Konos.		**5**	
48.6	Hout Bay Church International.		**6**	
48.7	A combination of curricula.		**7**	
48.8	Brainline.		**8**	
48.9	Le-Amen.		**9**	
48.10	KenWEB.		**10**	
48.11	Sonlight.		**11**	
48.12	Moria.		**12**	
48.13	Nucleus.		**13**	
48.14	Impak.		**14**	
48.15	Cambridge International.		**15**	
48.16	Outcomes-based education (OBE).		**16**	
48.17	Other (please specify):		**17**	
49.	If your answer is "A combination of curricula", please indicate the combination of the curricula which you follow.				**26-27**
50.	What teaching and learning approaches/methods do you follow with regard to home schooling?			
50.1	As prescribed by the programme above (question 48).		**1**		**28-29**
50.2	The classical approach.		**2**	
50.3	The traditional textbook approach.		**3**	
50.4	Assignments/workbooks.		**4**	
50.5	Unit studies.		**5**	
50.6	The "principles" approach.		**6**	
50.7	Extensive reading methods.		**7**	
50.8	Unschooling/deschooling.		**8**	
50.9	OBE.		**9**	
50.10	Programmed courses.		**10**	
50.11	Other (please specify):		**11**	

51.	Indicate to what extent you apply the following activities during the facilitation of your teaching and learning, where 1 indicates "Not at all", 2 indicates "Partly", 3 indicates "Mostly" and 4 indicates "Fully".					
51.1	Communication, e.g. listening, talking, asking of questions, writing, etc.	1	2	3	4	30
51.2	Role-play e.g. creating real life situations.	1	2	3	4	31
51.3	Games.	1	2	3	4	32
51.4	Dramatising, e.g. with dolls, demonstrating situations, etc.	1	2	3	4	33
51.5	Story-telling e.g. by pasting pictures, drawing, etc.	1	2	3	4	34
51.6	Art work, a way learners can express themselves creatively.	1	2	3	4	35

51.7	Music.	1	2	3	4	36
51.8	Construction, e.g. clay, creative litter pile.	1	2	3	4	37
51.9	Collage with materials, e.g. sand, stones, shells, magazines, photos, etc.	1	2	3	4	38
51.10	Other (please specifiy):	1	2	3	4	39

52.	Would you like to establish co-operation with public schools in your area?	YES	1	40
		NO	2	

53. If your answer is "YES" (question 52), please indicate to what extent would you like to establish co-operation with regard to the following aspects, where 1 indicates "Not at all", 2 indicates "Partly", 3 indicates "Mostly" and 4 indicates "Fully".

53.1	Encouragement/motivation.	1	2	3	4	41
53.2	Guidance with regard to the facilitation of teaching and learning.	1	2	3	4	42
53.3	Sharing of knowledge.	1	2	3	4	43
53.4	Extramural activities, e.g. sports activities, i.e. netball, cricket, rugby, athletics, tennis, etc.	1	2	3	4	44
53.5	Cultural activities, e.g. drama, debating, music, etc.	1	2	3	4	45
53.6	Any other (please specify):	1	2	3	4	46

54. If your answer is "NO", please specify.

	47-49
	50-52
	53-55

55.	Would you like to establish co-operation links with your local Education Department ?	JA	1	56
		NEE	2	

56. If your answer is "YES", please specify.

	57-59
	60-62
	63-65

57. If your answer is "NO", please specify.

	66-68
	69-71
	72-74

Thank you for your kind co-operation!

GLOSSARY

GLOSSARY/TERMINOLOGY	MEANING
A Beka	This home schooling method involves facilitator-directed study approach and is a traditional textbook approach. It presents a Christian world view and relies on parental guidance.
Accelerated Christian Education (ACE)	Self-study programme. Intensive structured learning. Minimal parental guidance.

Adult learner	An adult learner is a person who is 24 years of age or older involved in learning. Home schooling parents as adult learners are people who enrich themselves continuously by means of the latest knowledge, information and development in specific areas to facilitate the learning of their children effectively.
Assessment	"Assessment" is the gathering of information about a learner, using methods that are reliable and valid, in a variety of contexts, giving constructive feedback, reflecting and recording.
Brainline	"The School on computer". Self-study, instructional programme with minimal parental guidance.
The classical approach	Medieval scholastic curriculum adapted for the present by Dorothy Sayers. Subjects are taught concurrently, but are divided into phases corresponding to the classical trivium, i.e. the grammar, the logic and the rhetoric phase (Van Oostrum & Van Oostrum 1997:9).
Continuous assessment	"Continuous assessment" is the assessment of the learner's work and progress Allocating marks for various activities, skills, knowledge and attitudes. The learners' progress can be evaluated by guardians, brothers, sisters, therapists, etc. Continuous assessment is not writing one test after the other.
Curriculum	The curriculum is the teaching and learning programme followed by the learners. Parents, learners, teachers and experts compile the curriculum. The curriculum is influenced by the needs of the learner and is therefore flexible and relevant (Department of Education 1997:10).

Facilitation	Providing the necessary resources and structures according to which learners can explore, learn and develop (Rooth 1995:3).
Home schoolers	Parents who home school their children.
Hout Bay Church International	Learner-centred with parental guidance. The norm is independent constructive learning.
KenWeb (*Association News* November 2001:6)	Minimal parental guidance. Self-study programme. Textbooks as a source of instruction with continuous computer testing and exams.
Learning areas	Subjects as previously known are now divided into eight learning areas.
Moria	Facilitator-centred. Textbook based self-study. Relies strongly on parental guidance up to grade 4.
OBE (Curriculum 2005)	Outcomes based Education. An outcome is the ability of the learner to demonstrate a specific task, skill, or set of behaviours at the end of a learning experience. This demonstration involves understanding and openess (Jacobs 2002:29). Something happens and it can be seen, heard or noticed in some way. It is visible. Activities can have a number of possible outcomes.
Oikos (Konos)	Learner-centred with parental guidance. The norm is independent constructive learning. Continuous evaluation. Unit study method applies in the Oikos curriculum.
Portfolios	A portfolio is a collection of the learner's work. The portfolio reflects the learner's progress and records the continuous assessment of the learner (Kruger 1998:135).
The "Principles'" Approach	Parents may develop their

	own curriculum by using a Bible concordance. This approach is based on Christian principles.

Teaching and learning methods	Teaching and learning methods are various methods which are applied to equip learners with the necessary skills, attitudes and knowledge. Teaching and learning can be presented in various ways e.g. field trips, games, role-play, dramatising, brainstorming sessions, films, videos, research, art, music, interviews, etc.
Unit studies	Several subjects can be centred around a common theme used by families with children of different age groups, adapting the material to various levels and learning styles while maintaining a unifying theme.
Unschooling ("Deschooling", "natural learning", "non-coercive learning")	This approach is the very opposite of the curricular approach. Assessment and standarised test are generally disapproved of. The child constructs knowledge from the environment and discusses it with others. Minimal parental involvement (Van Oostrum & Van Oostrum 1997:5).

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APPENDIX B

UNIVERSITEIT VAN DIE VRYSTAAT

TUISONDERRIG IN SUID-AFRIKA
Opleidingsprogram vir ouers

Task Force Clip Art. 1996. Canada: New Vision Technologies Inc.

VRAELYS

J.H. (RIKA) VAN SCHOOR

2003

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31 Julie 2003

Geagte Ouer/Tuisskoler

Ek is tans besig met 'n Ph.D.-studie oor *Tuisonderrig in Suid-Afrika: 'n Opleidingsprogram vir ouers.* Tuisonderrig is huidiglik baie in die nuus en ook 'n aktuele onderwys- en navorsingsonderwerp in Suid-Afrika. Teen die agtergrond van die groeiende belangstelling van die kant van ouers om hulle kinders tuis te onderrig in Suid-Afrika en a.g.v die moontlike behoefte van ouers se kant af om die taak van die begin af met vertroue aan te pak, word u vriendelik versoek om die meegaande vraelys te voltooi. Hierdie vraelys kan 'n bydrae lewer tot die ontwikkeling van die nodige kennis oor hoe om tuisonderrigouers te bemagtig met die nodige vertroue, vaardighede, kennis en houding om hierdie gespesialiseerde taak tot die beste van hulle vermoë te vervul.

Ek wil u verseker dat al die inligting wat deur middel van die vraelys bekom word, as hoogs vertroulik en anoniem hanteer sal word en vir geen ander doeleindes as hierdie navorsing gebruik sal word nie.

Ek onderneem om na afloop van hierdie studie die resultate van hierdie navorsing met u te deel d.m.v. tuisonderwysverenigings. Ek sal dit ook waardeer as u hierdie vraelys kan voltooi en teen *05 September 2003* in die gefrankeerde koevert aan my (Rika van Schoor) stuur.

Ek dank u by voorbaat vir u samewerking deur die voltooiing van die vraelys en wil u verseker dat hierdie navorsing nie moontlik sal wees sonder u waardevolle bydrae nie.

Die uwe

_____   _____
J.H. (RIKA) VAN SCHOOR (Navorser)   PROF. H.R. HAY (Promotor)

Hierdie vraelys is uitsluitlik vir navorsingsdoeleindes en geen persone se name of instansies word bekend gemaak nie. Die vraelys moet voltooi word deur die ouer wat primêr verantwoordelik is vir die tuisonderrig U eerlike en kundige opinie as tuisonderrigouer word hoog op prys gestel. Hierdie vraelys bevat nie vrae wat reg of verkeerd kan wees nie, slegs u eerlike mening. U sal daarop let dat baie van die vrae 'n spasie laat vir addisionele inligting.

Die vraelys bestaan uit vyf afdelings, naamlik Afrdeling A (Biografiese inligting t.o.v. die ouer), Afdeling B (Ouerlike vaardighede), Afdeling C (Tuisonderriginligting), Afdeling D (Tuisonderrigopleiding van ouer) en E (Fasilitering van tuisonderrig). Voltooi asseblief al die vrae in al vyf die afdelings so volledig moontlik.

Raadpleeg asseblief die terminologielys aan die einde van die vraelys vir die verduideliking van woorde/terminologieë wat onduidelik is.

1

1

2-4

AFDELING A BIOGRAFIESE INLIGTING VAN OUER			
• Dui u response aan deur die korrekte blokkie te omkring. Sommige vrae kan meer as een respons vereis.			
1.	U ouderdomskategorie		
1.1	20 jaar en jonger	1	5
1.2	20-30 jaar	2	
1.3	31-40 jaar	3	
1.4	41-50 jaar	4	
1.5	50 jaar en ouer	5	
2.	Geslag		
2.1	Manlik	1	6
2.2	Vroulik	2	
3.	Wat is u huistaal?		
3.1	Afrikaans	1	7
3.2	Engels	2	
3.3	Ander (spesifiseer asb.):	3	
4.	U godsdienstige affiliasie		
4.1	NG Kerk	1	8-9
4.2	A.G.S.	2	
4.3	Metodiste	3	
4.4	Rooms-Katoliek	4	
4.5	Hervormd	5	
4.6	Gereformeerd	6	
4.7	Presbiteriaans	7	
4.8	Hindu	8	
4.9	Muslim	9	
4.10	Joods	10	
4.11	Geen	11	
4.12	Ander: (spesifiseer asseblief):	12	
5.	In watter provinsie is u woonagtig?		
5.1	Vrystaat	1	10
5.2	Gauteng	2	
5.3	Kwazulu Natal	3	
5.4	Noordwes	4	
5.5	Noordkaap	5	
5.6	Weskaap	6	
5.7	Mpumalanga	7	
5.8	Ooskaap	8	
5.9	Noordelike Provinsie	9	
6.	Bevolkingsgroep		
6.1	Blank	1	11
6.2	Indiër	2	
6.3	Kleurling	3	
6.4	Swart	4	

AFDELING B OUERLIKE VAARDIGHEDE			
7.	U hoogste kwalifikasie		
7.1	Matriek	1	12
7.2	Diploma	2	
7.3	B.Graad	3	
7.4	Nagraadse diploma	4	
7.5	Honneursgraad	5	
7.6	Meestersgraad	6	
7.7	Doktorsgraad	7	
7.8	Enige ander kwalifikasie (spesifiseer asseblief):	8	
8.	Spesifiseer in watter dissipline u gekwalifiseerd is, bv. onderwys, medies, regte, ens.		13-14
9.	U hoogste onderwyskwalifikasie (indien van toepassing)		
9.1	Primêre onderwysdiploma	1	15
9.2	Sekondêre onderwysdiploma	2	
9.3	B.Ed.	3	
9.4	M.Ed. (Opvoedkunde)	4	
9.5	D.Ed./Ph.D. (Opvoedkunde)	5	
9.6	Enige ander kwalifikasie (spesifiseer asseblief):	6	
10.	Onderwyservaring in openbare of privaatskole		
10.1	Geen	1	16
10.2	Minder as 5 jaar	2	
10.3	5-10 jaar	3	
10.4	Meer as 10 jaar	4	
11.	Watter grade het u onderrig?		
11.1	0-3	1	17
11.2	4-6	2	
11.3	7-9	3	
11.4	10-12	4	
12.	Het u in 'n spesifieke rigting binne die opvoedkunde gespesialiseer?	JA 1 / NEE 2	18
13.	Indien wel, spesifiseer asseblief die veld van spesialisasie.		19-20
14.	Is u voltyds betrokke by tuisonderrig?	JA 1 / NEE 2	21
15.	Indien u antwoord "JA" is, wat was u vorige beroep?		22-23
16.	Indien u antwoord "NEE" is, wat is u huidige beroep?		24-25

AFDELING C TUISONDERRIGINLIGTING			
17.	Is u lid van 'n tuisonderrig(onderwys)vereniging?	JA 1 / NEE 2	26
18.	Indien die antwoord "JA" is, watter een?		27-28
19.	Is u as tuisskoler geregistreer by die Onderwysdepartement?	JA 1	29

		NEE	2	
20.	Indien die antwoord "JA" is, by watter een en wanneer?			30-31
21.	Watter ouer is primêr verantwoordelik vir die tuisonderrig van u kinders?			
21.1	Moeder		1	32
21.2	Vader		2	
21.3	Beide		3	
22.	Is daar enige ander persoon/persone betrokke by u kind(ers) se tuisonderrig?			
22.1	Grootouer		1	33
22.2	Vriendin		2	
22.3	Student		3	
22.4	Ander (spesifiseer asseblief):		4	
23.	Wat geniet u die meeste van u taak as tuisonderrigouer?			
23.1	My eie daaglikse opdoen van kennis oor vakke wat aangebied word.		1	34
23.2	Ek leer my kind beter ken.		2	
23.3	Die bou van familiebande.		3	
23.4	Om te sien hoe my kind groei en intellektueel ontwikkel.		4	
23.5	Om in beheer te wees van my kind en die omgewingsinvloede wat moontlik op my kind(ers) kan inwerk.		5	
23.6	Die leeraktiwiteite.		6	
23.7	Ander (spesifiseer asseblief):		7	
24.	Wat geniet u as ouer die minste van tuisonderrig?			
24.1	Die tyd wat dit in beslag neem.		1	35
24.2	Kind(ers) se negatiewe houding met tye.		2	
24.3	Om soms die gevoel van ontoereikendheid te ervaar.		3	
24.4	My onvermoë om aan persoonlike behoeftes te voldoen.		4	
24.5	Vervelige leer- en hulpmiddele, asook vervelige aktiwiteite.		5	
24.6	Dissiplinêre probleme met kind(ers).		6	
24.7	Onsekerheid oor die dag-tot-dag beplanning van die tuisonderrigprogram.		7	
24.8	Onbeplande en onvoorsiene onderbrekings tydens tuisonderrig as gevolg van huishoudelike en sosiale aktiwiteite by die huis.		8	
24.9	Ander (spesifiseer asseblief):		9	

25.	Dui aan tot watter mate u bekommerd is oor die volgende aspekte van tuisonderrig, waar 1 dui op "Geensins", 2 dui op "Gedeeltelik", 3 dui op "Redelik" en 4 op "Uiters".					
25.1	Of my kind voldoende leer en ontwikkel op alle vlakke – intellektueel, sosiaal, emosioneel, ens.	1	2	3	4	36
25.2	Geen bekommernisse.	1	2	3	4	37
25.3	Vermoë om kritiek te hanteer van persone wat tuisonderrig kritiseer.	1	2	3	4	38
25.4	Regs- of wetverwante aspekte.	1	2	3	4	39
25.5	Beperkte geleenthede om sosiale kontak met ander kinders/leerders te maak.	1	2	3	4	40
25.6	Tekort aan buitemuurse aktiwiteite.	1	2	3	4	41
25.7	Finansiële probleme soos kostes verbonde aan leermateriale.	1	2	3	4	42
25.8	Ander finansiële probleme omdat ek nie werk nie.	1	2	3	4	43
25.9	Ander (spesifiseer asseblief):	1	2	3	4	44

26.	Voldoen u ervaring van tuisonderrig aan u verwagtinge?	JA	1	45
		NEE	2	

27.	Indien u antwoord "JA" is, verduidelik waarom.						
							46-48
							49-51
							52-54
28.	Indien u antwoord "NEE" is, verduidelik waarom.						
							55-57
							58-60
							61-63

29.	Het u tuisonderrig gestaak?	JA	1	64
		NEE	2	

30.	Indien u antwoord "JA" is, verduidelik asseblief.		
			65-67
			68-70
			71-73

AFDELING D TUISONDERRIGOPLEIDING VAN OUER						
31.	Dui aan hoe belangrik elk van die volgende ontwikkelingsgeleenthede vir u as tuisonderrigouer is, waar 1 dui op "Glad nie belangrik nie", 2 op "Nogal belangrik", 3 op "Baie belangrik" en 4 op "Uiters belangrik".					
31.1	Plaaslike tuisonderrigondersteuningsgroep.	**1**	**2**	**3**	**4**	**74**
31.2	Lees en navorsing in my eie tyd.	**1**	**2**	**3**	**4**	**75**
31.3	Die bywoning van tuisonderrigseminare, konferensies en werkswinkels.	**1**	**2**	**3**	**4**	**76**
31.4	Ontwikkeling van eie filosofie soos wat ek voortgaan met tuisonderrig.	**1**	**2**	**3**	**4**	**77**
31.5	Maak gebruik van tutors, soos byvoorbeeld in Wiskunde, Skeinat, ens.	**1**	**2**	**3**	**4**	**78**
31.6	Internet.	**1**	**2**	**3**	**4**	**79**
31.7	Ander (spesifiseer asseblief):	**1**	**2**	**3**	**4**	**80**

32.	Het u enige opleidingsgeleenthede bygewoon t.o.v. tuisonderrig?	JA	1	81
		NEE	2	

33.	Indien u antwoord "JA" is, verduidelik asseblief.		
			82-84
			85-87
			88-90

34.	Indien u antwoord "JA" is, hoe lank het die opleiding geduur?		
			91-93

35.	Waaroor het die opleiding gehandel?		
			94-96
			97-99
			100-1(

36.	As tuisonderrigouer beskou u uself ook as 'n volwasse leerder? (*Kyk terminologie lys agter vir die betekenis van "volwasse leerder".*)	JA	1	103
		NEE	2	

37.	Indien u antwoord "JA" is, verduidelik asseblief.		
			104-10(
			107-10(
			110-11:

38.	Het u enige behoefte om 'n opknappingsprogram by te woon	JA	1	113

	ter bevordering van u bekwaamheid as tuisonderrigouer?	NEE		2		
39.	Dui aan hoe belangrik elk van die volgende aspekte van 'n program of opknappingskursus is vir u as tuisonderrigouer, waar 1 dui op "Glad nie belangrik nie", 2 op "Nogal belangrik", 3 op "Baie belangrik" en 4 op "Uiters belangrik".					
39.1	Algemene kennis oor die leerareas.	1	2	3	4	114
39.2	Lewensvaardighede wat tuisonderrigouers moet verwerf.	1	2	3	4	115
39.3	Algemene riglyne oor tuisonderrig.	1	2	3	4	116
39.4	Raad oor kurrikulums.	1	2	3	4	117
39.5	Raad oor die implementering van UGO (Uitkoms-gebaseerde onderrig) kurrikulums.	1	2	3	4	118
39.6	Raad oor die implementering van tuisonderrigkurrikulums.	1	2	3	4	119
39.7	Assessering.	1	2	3	4	120
39.8	Dissiplinering van kind.	1	2	3	4	121
39.9	Onderrig en leermiddele.	1	2	3	4	122
39.10	Algemene kennis oor die verskillende leerareas.	1	2	3	4	123
39.11	Onderrig en leermetodes.	1	2	3	4	124
39.12	Voordurende assessering.	1	2	3	4	125
39.13	Portfolio's.	1	2	3	4	126
39.14	Ouerskapvaardighede.	1	2	3	4	127
39.15	Lesbeplanning.	1	2	3	4	128
39.16	Beplanning van 'n daaglikse rooster.	1	2	3	4	129
39.17	Ander (spesifiseer asseblief):	1	2	3	4	130
40.	Sou u graag opleiding wou ontvang t.o.v. spesifieke lewensvaardighede wat u dink belangrik is vir kinders om te verwerf?	JA		1		131
		NEE		2		
41.	Indien u antwoord "JA" is, dui aan hoe belangrik elk van die volgende lewensvaardighede vir u as tuisonderigouer is, waar 1 dui op "Glad nie belangrik nie", 2 op "Nogal belangrik", 3 op "Baie belangrik" en 4 op "Uiters belangrik".					
41.1	Sosiale verantwoordelikhede t.o.v. die gemeenskap.	1	2	3	4	132
41.2	Interpersoonlike vaardighede, bv. kommunikasie, luistervaardighede, die hantering van konflik, verhoudingsbou, ens.	1	2	3	4	133
41.3	Algemene riglyne oor tuisonderrig.	1	2	3	4	134
41.4	Probleemoplossingsvaardighede.	1	2	3	4	135
41.5	Kritiese denkvaardighede.	1	2	3	4	136
41.6	Kreatiewe denke.	1	2	3	4	137
41.7	Selfbemagtiging.	1	2	3	4	138
41.8	Hantering van stres.	1	2	3	4	139
41.9	Motivering.	1	2	3	4	140
41.10	Ontwikkeling van die kind se sosiale vaardighede.	1	2	3	4	141
41.11	Intellektuele ontwikkeling.	1	2	3	4	142
41.12	Rekenaarvaardighede.	1	2	3	4	143
41.13	Emosionele ontwikkeling.	1	2	3	4	144
41.14	Psigo-motoriese ontwikkeling.	1	2	3	4	145
41.15	Selfhandhawing.	1	2	3	4	146
41.16	Selfkonsep.	1	2	3	4	147
41.17	Entrepreneurskap.	1	2	3	4	148
41.18	Ander (spesifiseer asseblief):	1	2	3	4	149
42.	Dui aan in watter mate u graag opleiding wil ontvang in die volgende leerareas, waar 1 dui op "Glad nie", 2 dui op "Gedeeltelik", 3 op "Meestal" en 4 op "Ten volle".					
42.1	Taal, geletterdheid en kommunikasie.	1	2	3	4	150
42.2	Mens- en sosiale wetenskappe.	1	2	3	4	151
42.3	Tegnologie.	1	2	3	4	152
42.4	Wiskundige geletterdheid.	1	2	3	4	153
42.5	Kuns en kultuur.	1	2	3	4	154

42.6	Natuurwetenskappe.	1	2	3	4	**155**
42.7	Ekonomiese en Bestuurswetenskappe.	1	2	3	4	**156**
42.8	Lewensoriëntering (lewensvaardighede).	1	2	3	4	**157**
42.9	Entrepreneurskap.	1	2	3	4	**158**
42.10	Ander (spesifiseer asseblief):	1	2	3	4	**159**

Slegs vir kantoor gebruik

1

2-4

43.	In watter vorm wil u graag opleiding ontvang? Dui die belangrikheid van elk van die volgende aan, waar 1 dui op "Geensins belangrike vorm van opleiding", 2 op "'n Geringe mate van belangrike vorm van opleiding", 3 op 'n "Taamlike belangrike vorm van opleiding" en 4 op "Uiters belangrike vorm van opleiding".					
43.1	Seminare.	1	2	3	4	**5**
43.2	Geskrewe tuisonderrighandleidings.	1	2	3	4	**6**
43.3	Ondersteuningsgroepe.	1	2	3	4	**7**
43.4	CD rom.	1	2	3	4	**8**
43.5	Video's.	1	2	3	4	**9**
43.6	Rekenaargesteunde onderrig.	1	2	3	4	**10**
43.7	Ander (spesifiseer asseblief):	1	2	3	4	**11**

44.	Hoe dikwels wil u addisionele opleiding ontvang?		
44.1	Maandeliks.	**1**	**12**
44.2	Kwartaalliks.	**2**	
44.3	Een maal per semester.	**3**	
44.4	Jaarliks.	**4**	
44.5	Ander (spesifiseer asseblief):	**5**	

45.	Het u toegang tot inligting oor tuisonderrig?	**JA**	1	**13**
		NEE	2	

46.	Indien u antwoord "JA" is, verduidelik asseblief.

14-1

17-1

20-2

AFDELING E FASILITERING VAN TUISONDERRIG			
47.	Volg u 'n tuisonderrigkurrikulum/program?	**JA**	1	**23**
		NEE	2	

48	Indien u antwoord "JA" is, watter tuisonderrigprogram volg u?		
48.1	Theocentric Christian Education (TCE).	**1**	**24-25**
48.2	Accelerated Christian Education (ACE).	**2**	
48.3	A Beka.	**3**	
48.4	Clonard.	**4**	
48.5	Konos.	**5**	
48.6	Hout Bay Church International.	**6**	
48.7	'n Kombinasie van kurrikulums.	**7**	
48.8	Breinlyn.	**8**	
48.9	Le-Amen.	**9**	
48.10	KenWEB.	**10**	
48.11	Sonlight.	**11**	
48.12	Moria.	**12**	
48.13	Nucleus.	**13**	
48.14	Impak.	**14**	
48.15	Cambridge International.	**15**	
48.16	Uitkomsgebaseerde Onderrig (UGO).	**16**	

48.17	Ander (spesifiseer asseblief):	17				
49.	Indien u antwoord "'n Kombinasie van kurrikulums" is, dui asseblief aan watter kombinasie u volg.					**26-27**
50.	Watter onderwysbenaderings of onderrig- en leermetodes volg u in tuisonderrig?					
50.1	Soos voorgeskryf deur program wat u gebruik hierbo (vraag 48).	1				**28-29**
50.2	Klassieke benadering.	2				
50.3	Tradisionele handboekbenadering.	3				
50.4	Werkstukke/werkboeke.	4				
50.5	Eenheidstudies.	5				
50.6	Die beginselbenadering.	6				
50.7	Omvangryke leesmetodes.	7				
50.8	"Unschooling/Deschooling".	8				
50.9	UGO.	9				
50.10	Geprogrammeerde kursusse.	10				
50.11	Ander (spesifiseer asseblief):	13				
51.	Dui aan tot watter mate u gebruik maak van die volgende aktiwiteite tydens die fasilitering van onderrig en leer, waar 1 dui op "Geensins", 2 op "'n Geringe mate", 3 op "'n Redelike mate" en 4 "Ten volle".					
51.1	Kommunikasie soos bv. luister, praat, vrae vra, skryf ens.	1	2	3	4	**30**
51.2	Rolspel deur bv. lewensgetroue situasies te skep.	1	2	3	4	**31**
51.3	Speletjies.	1	2	3	4	**32**
51.4	Dramatisering met poppe of in die persoon self.	1	2	3	4	**33**
51.5	Vertel van 'n storie deur bv. prentjies te plak, te teken ens.	1	2	3	4	**34**
51.6	Leerders kan hulself kreatief uitdruk deur middel van kunswerk.	1	2	3	4	**35**
51.7	Musiek.	1	2	3	4	**36**
51.8	Konstruksie, bv. klei, kreatiewe rommelhoop.	1	2	3	4	**37**
51.9	Collage waar materiale soos sand, stokkies, klippies, skulpe, tydskrifte, foto's ens. gebruik word.	1	2	3	4	**38**
51.10	Ander (spesifiseer asseblief):	1	2	3	4	**39**
52.	Sou u graag wou saamwerk met publieke skole in u area?	JA	1			**40**
		NEE	2			

53.	Indien u antwoord "JA" (vraag 52), is dui aan tot watter mate ten opsigte van watter aspekte u graag samewerking sal wil ontvang, waar 1 dui op "Glad nie", 2 dui op "Gedeeltelik", 3 dui op "Meesal", 4 op "Ten volle".					
53.1	Aanmoediging/motivering.	1	2	3	4	**4 1**
53.2	Leiding oor onderrig-en leerfasilitering.	1	2	3	4	**4 2**
53.3	Deel van kennis.	1	2	3	4	**4 3**
53.4	Buitemuurse aktiwitieite, bv. sportaktiwiteit soos, netbal, rugby, krieket, swem.	1	2	3	4	**4 4**
53.5	Kulturele aktiwiteite bv. drama, debat, musiek ens.	1	2	3	4	**4 5**
53.6	Ander (spesifiseer asseblief):	1	2	3	4	**4 6**

54.	Indien u antwoord "NEE" is, verduidelik waarom.				

				47-49
				50-52
				53-55

55.	Sou u graag wou saamwerk met die plaaslike onderwysdepartement?	JA	1	56
		NEE	2	

56.	Indien u antwoord "JA" is, verduidelik waarom.

				57-59
				60-62
				63-65

57.	Indien u antwoord "NEE" is, verduidelik waarom.

				66-68
				69-71
				72-74

Baie dankie vir u vriendelike samewerking!

TERMINOLOGIE

TERMINOLOGIE	BETEKENIS
A Beka	Hierdie tuisonderrigmetode behels 'n fasiliteerdergerigte leerbenadering. Dit is 'n tradisionele handboekbenadering, aangebied vanuit 'n Christelike oogpunt en steun sterk op ouerbegeleiding.
Accelerated Christian Education (ACE)	Selfstudieprogram met intensiewe gestruktureerde leeraktiwiteite en vereis minimale ouerinset.
Assessering	Assessering is die inwin van inligting oor die leerder deur die gebruikmaking van geldige en betroubare assesseringsmetodes en deur konstruktiewe terugvoering, nabetragting, en die rekord hou daarvan.
Die Beginselbenadering	Ouers kan self die kurrikulum saamstel deur bv. die gebruikmaking van 'n Bybelkonkordansie. Hierdie benadering is gebaseer op Christelike beginsels.
Breinlyn	Selfstudieprogram. "Die Skool op rekenaar" bide instruksies met minimale ouerlike inset.
Eenheidstudies	Verskeie vakke word om een tema aangebied. Kan gebruik word in families waar kinders van verskillende ouderdomme is, en die leermateriaal aangepas word by hulle

	ontwikkelingsvlak en leerstyle, terwyl dieselfde tema gebruik word.
Fasilitering	Die voorsiening van bronne en strukture waarbinne leerders kan ontdek, leer en ontwikkel (Rooth 1995:3).
Hout Bay Church International	Leerdergesentreerd met ouer-begeleiding. Die norm is self-standige konstruktiewe leer
KenWeb (*Association News* November 2001:6)	Minimale ouerinset. Selfstudieprogram. Handboeke as instruksiebron met deurlopende rekenaartoetsing en eksamen word gebruik.
Klassieke benadering	Middeleeuse skolastiese kurrikulum wat vir die hede aangepas is deur Dorothy Sayers. Vakke word gelyktydig onderrig, maar word ingedeel in fases wat ooreenkom met die klassieke trivium, d.w.s. die grammatikale, die logiese en die retoriese fases (Van Oostrum & Van Oostrum 1997:9).
Kontinue assessering	Kontinue assessering behels die voortdurende assessering van die leerder se gereelde werk en sy vordering. Toekenning van punte vir verskeidenheid aktiwiteite, kennis, vaardighede en ingesteldheid. Leerders se vordering kan geassesseer word deur ouers, pleegouers, onderwysamptenare, boeties en sussies, terapeute, ens. Kontinue assessering is nie die skryf van die een toets na die ander nie.
Kurrikulum	Die kurrikulum is die onderrig-en leerplan wat gevolg word deur die leerders en word saamgestel deur die ouers, leerders, onderwysers en kundiges. Die kurrikulum word beïnvloed deur die behoeftes van die leerders en moet bruikbaar en buigsaam wees (Department of Education 1997:10).
Leerareas	Die vakke soos voorheen aangebied word nou in agt leerareas ingedeel (kyk vraag 32).

Moria	Fasiliteerdergerigte leer. Handboekgebaseerde selfstudie. Steun sterk op ouerleiding tot graad 4.
Oikos (Konos)	Leerdergesentreerd met ouerbegeleiding. Die norm is selfstandige konstruktiewe leer. Kontinue evaluering i.p.v. eksamens. Maak gebruik van die eenheidstudie-metode.
Onderrig- en leermetodes	Onderrig- en leermetodes is verskillende metodes wat aangewend word om leerders met die nodige kennis, vaardighede en houdings toe te rus. Onderrig en leer kan op vele maniere aangebied word, soos bv. uitstappies, speletjies, rollespel en dramatisering, dinkskrumsessies, films, video's, navorsing, kunswerk, musiek, onderhoude, ens.
Portfolio's	Portfolio's is 'n versameling van die leerder se werk. Dit reflekteer die leerder se vordering en hou rekord van die kontinue assessering van die leerder (Kruger 1998:135).
Theocentric Christian Education (TCE)	Gestruktureerde kurrikulum soos formele onderwys waar onderrig deur ouers aangebied word.
Tuisskoler	Ouers wat hulle kinders tuis onderrig.
UGO (Kurrikulm 2005)	Uitkomsgebaseerde Onderrig. 'n Uitkoms is 'n demonstrasie van 'n leerder t.o.v. spesifieke vaardighede of gedragsvorme asook die uitvoer van take aan die einde van 'n leerervaring. Die uitkoms is sigbaar, verstaanbaar en kan ook gehoor of waargeneem word (Jacobs 2002:29). Aktiwiteite kan ook 'n verskeidenheid uitkomste hê.
Unschooling ("Deschooling", "natural learning", "non-coercive learning")	Dit is die teenoorgestelde van die kurrikulêre benadering en is nie ten gunste van assessering of gestandaardiseerde toetse nie. Die kind versamel inligting uit die omgewing en bespreek die betekenis daarvan met ander. Minimale ouerbetrokkenheid (Van Oostrum & Van Oostrum

	1997:5).
Volwasse leerder	Enige volwasse ouer as vier-en-twinitig jaar wat betrokke is by leer. Met betrekking tot die tuisonderrigouer sal die volwasse leerder ouers wees wat hulself voortdurend verryk en op die hoogte hou van die nuutste inligting, kennis en ontwikkelinge in die spesifieke areas waarin hulle die leer van hulle kinders effektief kan fasiliteer.

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APPENDIX C

TELEPHONIC INTERVIEW AGENDA WITH HOME SCHOOLING PARENTS

1. How long have you been home schooling?

2. How many children do you have?

3. What are their ages?

4. When you first started with home schooling, did you know everything about home schooling?

4.1 Information on curricula.

5. What problems did you experience in the beginning?

6. What are your reasons for home schooling?

7. Do you think a training programme will help home schoolers, and why?

8. What aspects would you like to be addressed in the training programme?

9. Are home schooling parents facilitators of learning?

10. Do you separate your role as parent and as home schooling parent?

11. How do you solve your home schooling problems?

12. Do you have a mission for your home schooling?

13. Are you aware of your children's learning style?

14. Do you know your own learning and teaching styles?

15. Do you perceive yourself as an adult learner?

16. Do you think that you have to have a teaching background in order to be successful in your home schooling?

17. How would you like to be trained?

APPENDIX D

INTERVIEW AGENDA WITH A CHIEF EDUCATION SPECIALIST AND AN EDUCATION SPECIALIST FROM THE FREE STATE DEPARTMENT OF EDUCATION

Education specialists identified certain needs through their continuous interaction with registered home schoolers in the Free State

1.   Do you think that home schooling parents need a training programme?

2.   What aspects do you think need to be addressed in such

     programme?

3.   What about assessment?

4.   Other problems?

5.   Do you think parents cope better with a structured curriculum?

6.   What about registration with the Education Department?

7.   Are home schooling parents facilitators rather than teachers?

APPENDIX E

LETTER OF ACKNOWLEDGEMENT OF REGISTRATION OF RESEARCH PROJECT
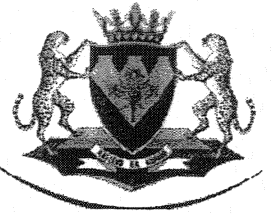
FREE STATE PROVINCE

2003-05-05

Ms JH van Schoor
PO Box 29171
DANHOF
9310

Dear Ms van Schoor

REGISTRATION OF RESEARCH PROJECT

1.   This letter is in reply to your application for the registration of your research project.

2.   Research topic: **HOME SCHOOLING IN SOUTH AFRICA: A TRAINING PROGRAMME FOR PARENTS.**

3.   Your research project has been registered and you may conduct research in the Free State Department of Education provided this letter is shown to all participating persons.

4.   You are requested to donate a report on this study to the Free State Department of Education. It will be placed in the Education Library, Bloemfontein.

5.   Once your project is complete, we should appreciate it if you would present your findings to the relevant persons in the FS Department of Education. This will increase the possibility of implementing your findings wherever possible.

6.   Would you please write a letter **accepting the above conditions**? Address this letter to:

   The Head: Education, for attention: CES: IRRISS
   Room 1213, C R Swart Building
   Private Bag X20565, BLOEMFONTEIN, 9301

7.   We wish you every success with your research.

Yours sincerely

Chief Director: Education Development
And Professional Services

Department of Education ∇ Departement van Onderwys ∇ Lefapha la Thuto

APPENDIX F

LETTER OF ACKNOWLEDGEMENT OF PARTICIPATION IN HOME SCHOOLING WORKSHOP
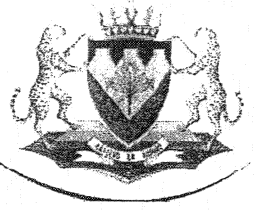
FREE STATE PROVINCE

2003-09-17

Mev. J H van Schoor
Posbus 29171
Danhof
BLOEMFONTEIN
9310

Geagte Mev. van Schoor,

TUISONDERRIG WERKSWINKELS

1   Namens die Vrystaat Departement van Onderwys en IRRISS Subdirektoraat in die besonder, wil ons u weer opreg bedank vir u bydrae tot ons pasafgelope drie werkswinkels met tuisonderrigouers.

2   U bydrae het verseker dat die program die ouers beter toegerus het vir hulle besondere taak.

3   Dankie vir u moeite met die voorbereiding van u lesing.   Ons waardeer dit opreg.

HOK: IRRISS

APPENDIX G

A TRAINING PROGRAMME FOR HOME SCHOOLING PARENTS

2005 ©

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WELCOME HOME SCHOOLING PARENT

Dear parent/s

It is my great pleasure to welcome you to this training programme for home schooling parents. I have had an interest in home schooling since 1995 when I became aware of this special way of educating one's child. Being a mother, educator and facilitator of learning I relate to home schoolers. Despite the fact that I have never home schooled any of my children, I have always had this desire to reach out to home schooling parents and help them with regard to the teaching and learning of their children. My sincere hope is that this training programme will contribute to making your home school endeavour a more pleasurable and fulfilling experience.

Remember that this training programme is a joint venture where parents get together to disclose their uncertainties and questions on the one hand, and to share their joys, disappointments, successes and advice on the other. The aim of my research was to identify the needs of home schooling parents. A few themes were selected and included in this programme.

The themes that will be addressed in this training programme are merely a drop in the bucket with regard to your needs as home schooling parents. During the training programme parents will suggest any additional requests, suggestions and proposals to be presented at a follow-up home schooling training programme.

I trust that this programme will be a very fruitful experience for both you and me!

Rika van Schoor
Home schooling training programme facilitator

ORIENTATION

1. INTRODUCTION

Home schooling parents want to provide their children and themselves with the opportunities of experiencing success in the home schooling of their children. Parents and their children are jointly responsible for creating and controlling the conditions under which learners can learn and parents can be successful as facilitators/teachers or educators.

Training home schooling parents requires planning. The training must be consistent, interesting, stimulating, and relevant to the needs of the home schooling parents. It must furthermore be delivered using a variety of appropriate training methods in a suitable learning environment. Actively involving parents in a training programme that incorporates their own experiences is essential.

2. LAYOUT OF THE HOME SCHOOLING TRAINING PROGRAMME

This home schooling programme consists of various themes selected specifically to meet the identified needs of the home schooling parents (*vide* Figure 1). Parents will participate in activities which will enable them to acquire the necessary knowledge, develop skills, and adopt certain attitudes or behaviours towards their home schooling. The programme will also be evaluated throughout and adjustments made to accommodate the needs and requests of the parents with regard to their home schooling situation.

Figure 1: Home schooling training programme

THEMES

1. Home schooling
   in South Africa

2. Creating a personal
   mission statement

3. How to motivate
   the home school
   learner

4. The home school
   learner

5. The home schooling
   curriculum

6. The home schooling
   parent

7. Critical and creative
   thinking skills

8. Teaching and lear-
   ning strategies

OUTCOMES

Skills

Knowledge

Attitude

ASSESSMENT

Formative (continuous)

ACTIVITIES

Questionnaires/surveys
Group discussions/reflection
Role play/dramatisation
Assignments

PROGRAMME EVALUATION

3.   PROPOSED OUTCOMES OF THE TRAINING PROGRAMME

Upon completion of this training programme parents should be able to:

• demonstrate the skills they have developed during the training programme;

• express an increased knowledge and understanding of their needs, and show a motivated attitude towards their home schooling;

• demonstrate that they have gained inspiration and achieved greater confidence and competency in their ability to act as home schooling facilitator and parent;

• show a renewed appreciation for the task they have set out to do, and implement the skills and abilities they have acquired and developed in order to enhance their children's learning, and

• illustrate that they can critically evaluate their own home schooling abilities/skills through reflective practice.

4.   AIM OF THIS PROGRAMME

The general aim of this training programme is to provide home schooling parents with guidelines and knowledge on how to apply that which they have learnt in the programme in their home schooling situation with their children. The purpose of the activities is, for example, that parents will learn how to develop their critical and creative thinking skills enabling them to help their children to develop their critical and creative thinking skills.

This programme is not meant to be prescriptive but open to perspectives and to assist in solving the problems and uncertainties concerning home schooling experiences. This programme is intended to be versatile, suitable and adaptable for application in any home schooling situation regardless of the ages of the children.

The programme will incorporate examples of experiences of other home schooling families to confirm the fact that many home schooling families experience the same joys, sorrows and woes.

5.   FORMAT OF SESSIONS

This programme will run within a predetermined period (± two days) of which the duration and time will be decided in accordance with the home schooling parents. The sessions will also include activities in the form of group discussions.

Parents bring with them a lifetime of experience which they can communicate to other parents in an encouraging and supportive way.   Parents have the opportunity to share their unique situations, frustrations, uncertainties, fears, joys and advice with other parents in a group situation.

Table 1 reflects a proposed time schedule of all the themes, activities, and breaks covered during this training programme. This time schedule, is however, subject to change.

Table 1: A proposed time schedule of the training programme

TIME	DAY 1	DAY 2
8:00	Registration and tea	Tea
8:30	Opening and welcome	Opening and welcome
8:45	Completion of the introductory questionnaire **Theme 1: Home schooling in South Africa**	**Theme 5: The home schooling curriculum**
10:45	Opening and welcome	Opening and welcome
11:00	**Theme 2: Creating a personal mission statement**	**Theme 6: The home schooling parent**
12:45	Lunch	Lunch
13:30	**Theme 3: How to motivate the home school learner**	**Theme 7: Critical and creative thinking skills**
15:00	Tea break	Tea break
15:15	**Theme 4: The home school learner**	**Theme 8: Teaching and learning strategies**
16:30	Evaluation of themes and closure	Evaluation of themes and closure

5.1 Aspects included in each session

- Cognitive understanding of specific skills or knowledge by means of informative sessions (short lectures, hand-outs, activities and video clips).
- An ice-breaker at the start of the programme, which will lead the parents into the training programme as well as introduce them to one another.
- Activities (experiential learning), which allows for an in-depth exploration of the topic. The activity should involve all the parents on a personal and experiential level. The activity, which can be individual or in a group consisting of four to six parents, will link with the outcomes. Most of the activities will be exercised during the session and will be an indication of whether the predetermined outcomes were reached.
- Discussion and feedback creates the ideal opportunity to share with other parents.
- Demonstrated activities, for example the mission statements of parents, will be displayed in the venue for the duration of the programme. Other items, which parents created, will also be displayed.
- Reflecting and consolidation is important.
- Breaks for refreshment, for example coffee, tea and snacks.
- Hand-outs in the form of abbreviated notes including knowledge on the topics discussed in the theme will also afford parents the opportunity to reflect on the content.

6. RESOURCES REQUIRED

Resources and materials will vary from theme to theme. The home schooling facilitator must assess the needs of the parents attending the training programme and select materials best suited to a variety of ways of understanding information and to maximise the learning of the parents. The facilitator will ensure that the following resources will be available during the training programme to create a rich learning environment in which parents are stimulated to learn and to develop skills that are related and

significant to their home schooling requirements, needs and goals. Visual aids, technology and resources that will be applied during this training programme include:

- video-cassette player and monitor;
- audio and video tape;
- overhead projector;
- computer (for the demonstration of computer home schooling programmes);
- data projector for power point presentations;
- flip chart;
- magazines;
- white and/or chalk board;
- resource books (home schooling and subject-related books) for stimulus and skill practice activities;
- pencils, non-toxic markers, masking tape, writing paper, pens; Post it® pages;
- child-care provisions (supervision for children of parents attending the training programme);
- name tags;
- kettle and cups for tea and coffee;
- home schooling curricula (parents will be asked to display the curricula they use);
- home schooling programmes.

7.   EXHIBITION

Various teaching and learning aids, books, home schooling programmes and other learning materials will be displayed for the duration of the programme. Certain activities in which the parents participated, for example their mission statements, will also be displayed.

8.   INSTRUCTIONAL TECHNIQUES

The following techniques will be applied to facilitate the training (Allen *et al.* 1995:172):

- **Role-playing** involves parents directly in situations which simulate their home schooling situations. It is important that parents have a supportive environment in which they can rehearse new behaviour comfortably.

- **Questioning techniques** should be used appropriately to elicit discussion and free expression of feelings and ideas.

- **A journal or a log** is a written record of the parents' learning process during the training programme. The aim of this journal is to encourage parents to bridge the gap between what they learn at the training programme and their own personal experience. This will enable them to become aware of their concrete observable behaviour, new thoughts, ideas and attitudes. This also affords parents the opportunity to reflect and search for answers. Parents can go home and practise or apply skills they have learnt during the training programme, and record their experiences in the journals.

- **Case studies** are representative of real-life situations with which parents can identify or are familiar. Written case studies from magazines and downloaded from the Internet on the experiences of other home schooling parents will be studied, interpreted and analysed during the training programme. The case study is brought into the training programme situation where it can be considered without the actual risks and pressures that may accompany such problems in real life. It analyses, studies and discusses the circumstances involved; identifies the potential problems; proposes solutions; and with the necessary guidance, organises and evaluates the solutions proposed.

- **Warm-ups or energisers** can be used to warm up, cool down, motivate, stimulate or encourage a change of pace in a group. Warm-ups should provide a safe non-judgemental environment which will encourage sharing and participation. Warm-ups can be used at various stages during the lesson or training programme session. Warm-ups can vary from energisers, climate-setters or exercises. The aim of warm-ups is to relax people, to get their attention or to energise them. It is important that warm-ups are not related to the topic of a lesson.

- **Group discussions** during which parents will reflect on their own personal experiences.

## 9.	PROGRAMME STRUCTURE

Figure 2 depicts the titles of the themes and their objectives.

### Table 2:	Home schooling themes and objectives of the training programme

THEME	TITLE	OBJECTIVE The purpose of this theme is to...
1	Home schooling in South Africa	Reflect on home schooling in South Africa
2	Creating a mission statement	Describe their own philosophy of home schooling
3	Motivating the home school learner	Consider all the possible ways of motivating the home school learner
4	The home school learner	Explain the social, moral, and emotional development of home school learners. Gain knowledge about various learning styles
5	The home schooling curriculum	Raise awareness of the various home schooling curricula, what is important with the writing of a programme
6	The home schooling parent	Make the parent aware of the different roles of a home schooling parent; what is expected from them and taking time off before wearing themselves out
7	Critical and creative thinking skills	Demonstrate their own (the parents') developing critical and creative-thinking skills
8	Teaching and learning strategies	Explain how to enhance the learning of their children through effective facilitation and teaching and learning strategies

The programme provides appropriate assessment activities, hand-outs, questionnaires/surveys as well as informative and knowledgeable notes for each of these eight themes.

## 10.	ASSESSMENT

Home schooling parents will be continually assessed in a formative manner throughout the programme in order to follow their progress. Parents will constantly be asked

questions, given the opportunities to reflect on the hand-outs and on their unique home schooling situation, and to apply new knowledge during activities. Parents will also assess themselves, be assessed by other parents as well as the facilitator in a constructive and positive way. Parents will record their experiences in their logbook.

11.　REFERENCES

ALLEN, S., MEHAL, M., PALMATEER, S., & SLUSER, R. 1995. *The new dynamics of life-skills coaching. Greater Toronto: YWCA.*

FELKER, G. *2000.* How to start homeschooling in 8 easy steps. *Homeschooling Today Magazine.* January/February.

Activity 1: Introductory questionnaire

Parents must please respond to the following questions before the training programme commences. The purpose of this questionnaire is to make the facilitator and parents aware of home schooling parents' problems, successes and advice they can share, etc. These aspects will then be addressed during the course of the training programme. Parents do not have to put their names on the questionnaire. They are free to mention any aspects of concern. Last minute adjustments can also be made to the programme if necessary.

1. Why did you choose to home school your child(ren)?

....

....

2. What is your vision (aim/s) for your home schooling?

....

....

3. Why are you attending this training programme?

....

....

....

4. What do you expect to learn at this training programme?

....

....

5. What in particular would you like to know more about?

....

....

6. Have you encountered any problems since you started home schooling? Take time and name as many as you can remember, from the smallest to the most serious problems you have experienced.

....

....

....

....

....

7. As a new home schooling parent, what are your fears and uncertainties about home schooling your children?

....

....

8. As an "experienced" home schooling parent what positive advice will you give a new home schooling parent? Answer briefly.

....

....

....

9. What will you advise parents not to do when starting home schooling?

....

....

THEME 1

HOME SCHOOLING IN SOUTH AFRICA

OUTCOMES

Upon completion of this theme you should be able to:

- **Reflect on the concept of home schooling in South Africa.**
- **Describe the uncertainties with regard to home schooling.**
- **Identify potential "gaps" in the home schooling policy.**
- **Develop a "new" home schooling policy for South Africa.**
- **List the needs you would like to be addressed in this programme.**
- **Suggest important tips for first-time home schooling parents specifically with regard to the facilitation and teaching of home schooling their children, writing their own curriculum, etc.**
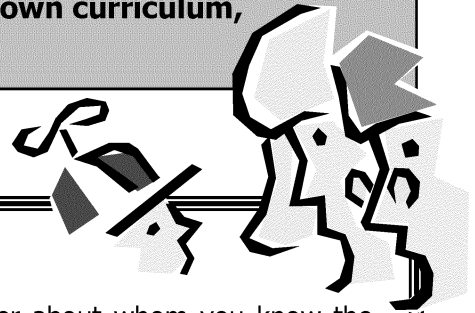
Ice-breaker: **The interview**

Parents form groups of two persons each (pick a partner about whom you know the least). Interview each other for approximately twenty minutes (the facilitator/trainer may have prepared questions or general guidelines for the interview). You need to learn about what the other person likes about his/her home schooling, jobs, past jobs, hobbies, favourite movies, sport, music, food, families, where he/she grew up, went to school, favourite political figure, film star, etc. After the interview, parents reassemble and each team introduces its team member to the group. This exercise will help parents to learn about each other.

1.1 INTRODUCTION

A parent should not expect to know exactly what is best from the beginning. Home schooling your children can be an intensely rewarding and joyful experience, according to Johnston (2004:8). With the information age and the explosion of knowledge it has become impossible to teach a child all there is to know. The task of the parent will be to teach children how to learn that which they must learn and that which they are interested in. Watching parents do and participate with them is the ultimate way to teach children how to learn. Parents and children experience the joy of discovering together.

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A video clip on home schooling in South Africa aired on Carte Blanche (MNET Television channel) on Sunday 11 April 2004 will be shown to **elicit discussions from the parents.** Of the persons interviewed on this TV programme were a registered home schooling parent who briefly talked about her home schooling experience; an education specialist from Gauteng Department of Education, and Leendert van Oostrum, chairman of the Pestalozzi Trust (Home Schooling Association's Legal Defence Fund).
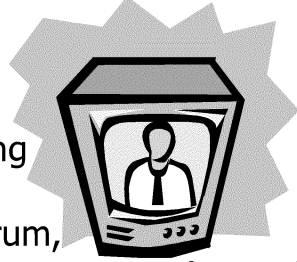
1.2   LEGAL ASPECTS OF HOME SCHOOLING IN SOUTH AFRICA

Home schooling was legalised in South Africa in 1996. To home school your child you need to be registered as a home schooler with your Education Department.

1.2.1   National home school policy

Section 51 of the South African Schools Act (No. 84 of 1996) stipulates the following on home schooling:

1.   A parent may apply to the Head of Department for the registration of a learner to receive education at the learner's home.
2.   The head of a department must register a learner as contemplated in subsection (1) if he or she is satisfied that –
     a) the registration is in the interests of the learner;
     b) the education likely to be received by the learner at home –
         i. will meet the minimum requirements of the curriculum at public schools; and
         ii. will be of a standard not inferior to the standard of education provided at public schools;
     c) the parent will comply with any other reasonable conditions set by the Head of Department.
3.   The Head of Department may, subject to subsection (4), withdraw the registration referred to in subsection (1).
4.   The Head of Department may not withdraw the registration until he or she –
     a) has informed the parent of his or her intention so to act and the reasons therefor;
     b) has granted the parent an opportunity to make representation to him or her in relation to such action; and
     c) has duly considered any such representations received.

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5.   A parent may appeal to the Member of the Executive Council against the withdrawal of a registration or a refusal to register a learner in terms of this Act.

1.3   HOME SCHOOLING SUPPORT IN SOUTH AFRICA

Parents can receive support from home schooling associations, education departments, a legal organization (Pestalozzi Trust), curriculum providers and support groups in their communities.

- **Dynamis** is a help centre stationed in Clarens, South Africa with a vision to support, assist, encourage and inform home schooling parents. Dynamis, run by Martie du Plessis, travels around the country in a mobile unit and advises home schooling parents at seminars, conferences and workshops.

- **Home schooling associations in South Africa** assist and support home schooling parents with whatever needs they may have regarding home schooling. They supply information on how to get started with home schooling and on various home education curriculum providers (Young 2002:91).

- **Education Departments** for example, the Free State Education Department, present workshops annually and register new home schoolers on a regular basis. Speakers are invited to the workshops to address parents with regard to their home schooling needs, for example the importance of being a loving parent, how to help children develop their creative problem-solving skills, and informing home schoolers about policies and the latest developments in this regard. Home schooling websites are another rich source of information for home schoolers and have blossomed the last two years. Parents can access these Internet sites with the press of a button.

- **Websites**

  Most of the home school associations are on-line in South Africa and home schooling parents who have access to Internet can communicate with the following associations on a daily basis:

  - <http://www.geocities.com/homeschooling_sa/echsa>. Eastern Cape Home Schooling Assocation (ECHSA) (2004 Home schooling resources in South Africa:2);
  - <www.wchsa.org.za>. Western Cape Home Schooling Association (WCHSA); (2004 Home schooling resources in South Africa:2);
  - <curamus1@lantic.co.za>. National coalition of home schoolers (2004 Home schooling resources in South Africa:1); and

- <http://www.pestalozzi.org>. The legal defense fund for home education (2002 Home schooling events & exhibitions in South Africa:2; Young 2002:109).

Many websites offer help in the way of home schooling curriculum for all grades and ages. South African parents can communicate with other parents on chat sites in almost any country in the world. The following are but a few of the interesting websites home schooling parents can visit:

- <http://homeschoolzone.com> (Association News October 2002a: 4, 16) is a South African site.
- <www.sitesforteachers.com> (Association News October 2002:b 4, 16);
- http:///dynamis. online-network.co.za (Association News October 2002c: 4, 16);
- http://www.homeschooltoday.com (Association News October 2002d: 4, 16);
- www.gentlelearing.co.za (Association News November 2001:16);
- <www.mrsalphabet.com> features alphabet-related poems, games, songs, colouring pages, projects, puzzles and many more (Association News February 2003a: 8);
- www.teachervision.com has thousands of lessons and activities to choose from (Association News February 2003b:8);
- www.enchantedlearning.com produces children's educational websites and games, designed to enhance children's creativity, enjoyment and learning, and to capture their imagination (Association News February 2003c:8);
- www.childfun.com - lesson plans and themes for all ages (Young 2002:112);
- http://www.geocities.com/home schoolingsa (2002 Home schooling resources in South Africa:5);
- www.mooreacademy.com - The Moore's academy (Young 2002:112);
- www.sonlight.com - Sonlight Curriculum (Young 2002:112);
- www.wholeheart.org - The Clarkson's web page (Young 2002:112);
- www.handsonhomeschooling.com - Hands on home schooling overviews and sample lessons (Young 2002:112);
- www.gfi.org - Growing families International suppliers of parenting and child raising information (Young 2002:112);
- http://www.members.aol.com/donnandlee - Links to many history sites for lesson plans from ancient to current history (Young 2002:112); and
- www.flylady.net - Help for keeping up with the laundry and cleaning (Young 2002:112).

Many of these websites serve particular religious groups. Home schooling support also comes in the form of many home schooling curricula available for parents who prefer to follow a curriculum.

1.4 HOME SCHOOLING STATISTICS IN SOUTH AFRICA AND IN OTHER COUNTRIES

The number of people who home school their children in the world has increased over the past few years. The following table depicts the latest available figures on children who are home schooled.
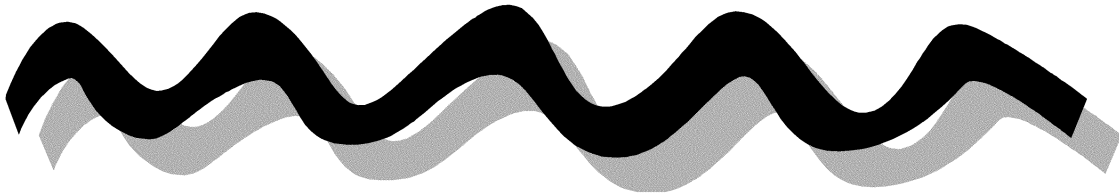
Table 3: Home schooling statistics

South Africa	U.S.A	New Zealand	Australia	Britain	Canada
An estimated 30 000 children are home schooled in South Africa. No official figures are available (Carte Blanche 2004)	An estimated 1,700,000 to 2,100,00 children were home schooled during 2002-2003 in the U.S.A. according to Ray (2003)	According to the Ministry of Education in New Zealand, as of their July 2002 figures (the latest available), over 6100 children were home schooled in this country (Johnston 2004:9)	Estimated at 28,457 in June 2003 (Strange 2003)	According to Udal's (1997:74) figure 15 000-20 000 children were home schooled in Britain	Canada had an estimated 65 000 children who were home schooled in 1997 (Udal 1997:74)

Over the past nine years South Africa has come a long way and the number of home schoolers in this country has grown substantially.

Hand-out 1 provides parents with tips to consider when they start home schooling their children. Thereafter parents will reflect on the different steps in Activity 1 and give opinions with regard to certain statements made about home schooling in Activity 2.

Hand-out 1: Start your home schooling in a few easy steps

1. Read everything you can find on home schooling.
2. Research various methods and spend some time trying some of them out.
3. Remain flexible.
4. Join a home schooling association in your district.
5. Figure out a budget. For the first year, do not buy everything at once. Save the budget for the big items, curriculum, and textbooks. Special items can be purchased when money becomes available, for example a microscope, a magnifying glass, a good computer and a globe.
6. Talk to other home schooling parents and ask them everything you can think of.
7. Attend workshops on home schooling (Home School Associations, Education Departments in your district).
8. Join a home schooling support group in your area.
9. Set goals and write a personal mission statement.
10. Choose a curriculum that suits your goals and the lifestyle of your family. Curricula can be adapted to your children's unique learning styles.
11. Find out what the law in your province requires. Notify your local Education Department of your intent to home school.
12. Do you want to buy a curriculum? Do you want to use textbooks? Do you want to make your own curriculum? The library is a great place to start (In the Free State - The Education Library) and the Internet.
13. Find out what the schools in your district can offer. Meet teachers and find out whether you can borrow books, what resources you can use, how they can help you with assessment etc.
14. Decide what subjects you want to teach. Peruse books used by children in your neigbourhood at school.
15. Plan and set a schedule every day.
16. Teach something for fun or something that interests you, for example if you like gardening as a family turn it into a class.

Activity 2: Reflection on steps for home school beginners
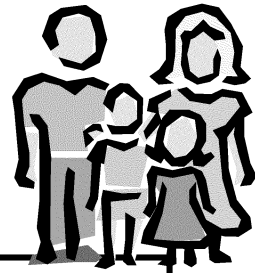
Parents will reflect on the steps in Hand-out 1 and hold discussions in their groups. Groups will consist of a combination of experienced home schooling parents as well as of parents who are either beginning with home schooling or are still in the process of deciding whether they should home school or not.

Parents may add items to the list.
Parents may delete items from/change the list.
Compile a totally different list.
Parents can state whether they agree/disagree with certain items on the list.

....

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....

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....

Activity 3: Give your opinion on the following statements and discuss in your groups afterwards.

Home schooling cannot provide the facilities for effective teaching and learning of certain subjects such as science where expensive equipment and specialist knowledge are required.

....

....

....

Home schoolers such as Colfax and Colfax (1988:38) hold the view that **home schooling is superior** to other forms of education because **parents have control over the learning content, timing, teaching and learning methods**. Home schooling **produces the desired effect resulting in the enhancement of creativity, productivity and autonomy.**

....

....

....

Some educators argue that public schools are important for the competitive development of children. Families who home school their children view competitiveness as a negative component of schooling (Bendell 1994:160).

....

....
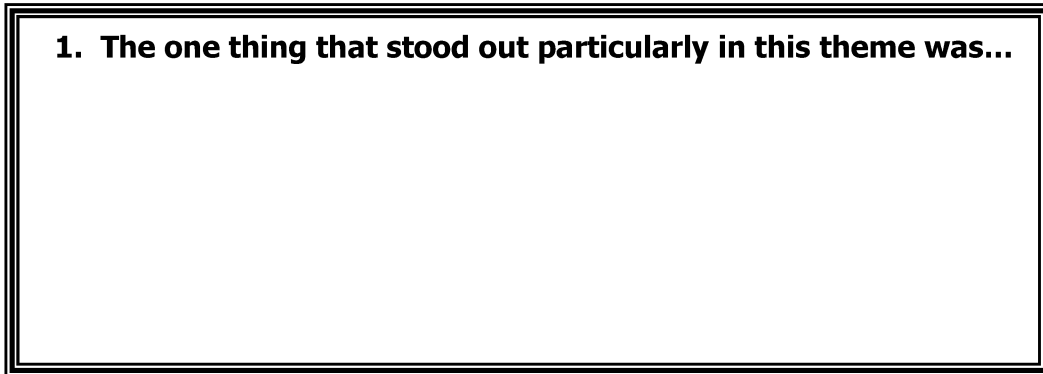
1.5   EVALUATION
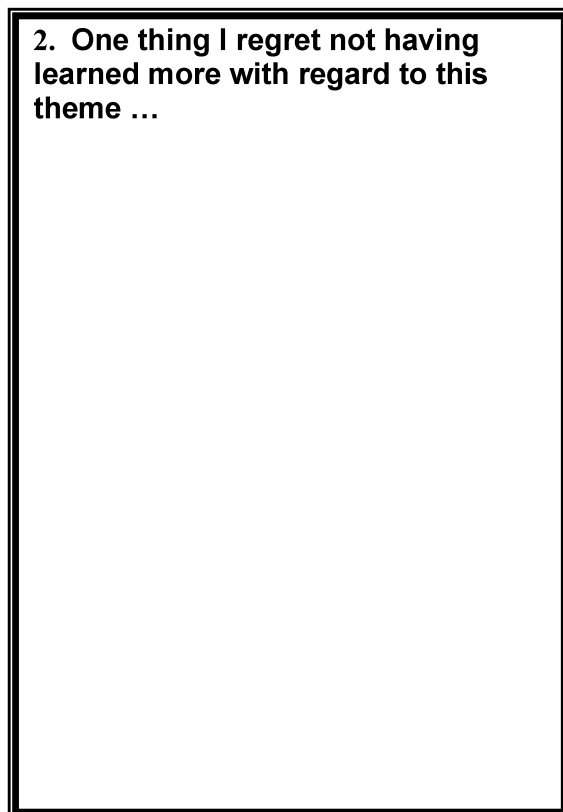
THEME 1:   HOME SCHOOLING IN SOUTH AFRICA

Please complete all the questions on the following evaluation form.
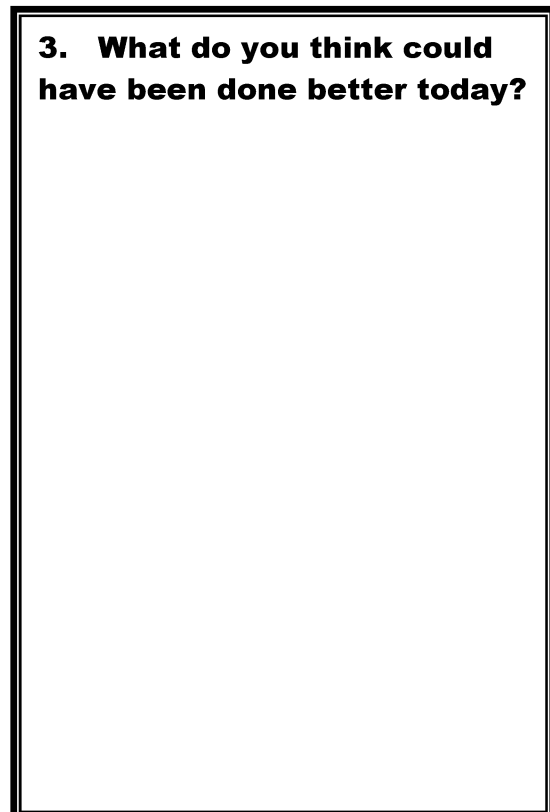
1. The one thing that stood out particularly in this theme was...

2. One thing I regret not having learned more with regard to this theme …

3. What do you think could have been done better today?

4. How do you think you can apply or use what you have learned in this lesson?	5. Any other comments....

This theme was based on information obtained from the following references. Parents can also consult these for additional reading.

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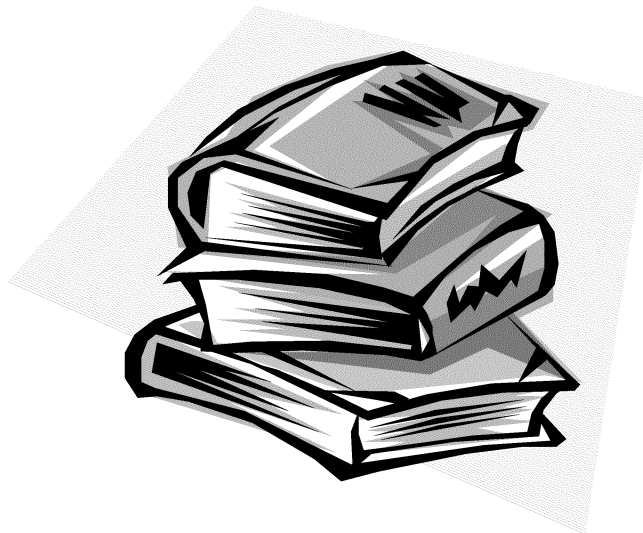
THEME 2

CREATING A PERSONAL MISSION STATEMENT

OUTCOMES:

Upon completion of this theme you should be able to:

- Identify aspects to be included in a mission statement.
- Compose your own personal mission statement for your unique home schooling situation.

"Everyone needs a philosophy of life. Mental health is based on the tension between what you are and what you think you should become. You should be striving for worthy goals. Emotional problems arise from being purposeless".
Victor Frankl (1970)

2.1   INTRODUCTION

A philosophy of life or a mission statement that does not influence the behaviour of individuals is worthless. Every organisation, family, and nation should have a well-thought out "mission statement", a set of values, or a guiding philosophy of life.

2.2   DEFINING A MISSION STATEMENT

A mission statement focuses on what you want to be as a home schooling parent (character) and to do (contributions and achievements), and on the values and principles upon which being and doing are based. Because each individual home schooling situation is unique, a mission statement will reflect that uniqueness.

2.3   WRITING A PERSONAL MISSION STATEMENT

To write a personal mission statement, we must begin at the centre of our circle of influence; that center consists of our basic paradigm, the lens through which we see the world. We deal with vision and values.   Whatever is at the source of our security, guidance, wisdom and power?

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- Security represents our sense of worth, our identity, our emotional anchorage, our self-esteem, our basic personal strength or lack thereof.
- Guidance means our source of direction in life. Every person's internal frame of reference interprets what is happening out there, standards, principles or implicit criteria that direct moment-by-moment decision-making and doing.
- Wisdom is the perspective on life, a sense of balance, an understanding of how the various parts and principles apply and relate to each other. It embraces judgment, discernment, and comprehension. It is a gestalt or oneness, an integrated wholeness.
- Power is the faculty or capacity to act, the strength and potency to accomplish something. It is the energy needed to make choices and decisions.

These four factors "create a great force of a noble personality, a balanced character, a beautifully integrated individual" (Covey 1994:110).

2.4 GROUP DISCUSSION AND FEEDBACK

After discussing and sharing information concerning a mission statement (see Hand-out 2) as well as the importance thereof, you as a home schooling parent will form groups at the end of the session and brainstorm what you consider important to include in a mission statement. Create a group mission statement, which will be a combined effort from your whole group. Thereafter everyone will create an individual mission statement for your unique home schooling situation (see Activity 4). Those who do not complete it during this session can complete it at home and bring it to the next session.

Hand-out 2: Example of a mission statement

A personal mission statement is taken from Covey (1994:106,107) as expressed first by a friend and, secondly, by a woman trying to balance her family and work values:

Succeed at home first

Seek and merit divine help.

Never compromise with honesty.

Remember the people involved.

Hear both sides before judging.

Obtain counsel of others.

Defend those who are absent.

Be sincere yet decisive.

Develop one new proficiency a year.

Plan tomorrow's work today.

Hustle while you wait.

Maintain a positive attitude.

Keep a sense of humour.

Be orderly in person and in work.

Do not fear mistakes – fear only the absence of creative,

constructive, and corrective responses to those mistakes.

Facilitate the success of subordinates.

Listen twice as much as you speak.

Only short excerpts will be referred to in the following mission statements

I will seek to balance career and family as best I can since both are important to me.

My home will be a place where I and my family, friends, and guests find joy, comfort, peace, and happiness.

Still I will seek to create a clean and orderly environment, yet livable and comfortable.

I will exercise wisdom in what we choose to eat, read, see, and do at home.

I especially want to teach my children to love, to learn, and to laugh – and to work and develop their unique talents.

I value the rights, freedoms, and responsibilities of our democratic society……………….

Moreover, I will use what money and talents I have to make life more enjoyable for others through service and charitable giving .

This theme was based on information obtained from the following references. Parents can also consult these for additional reading.
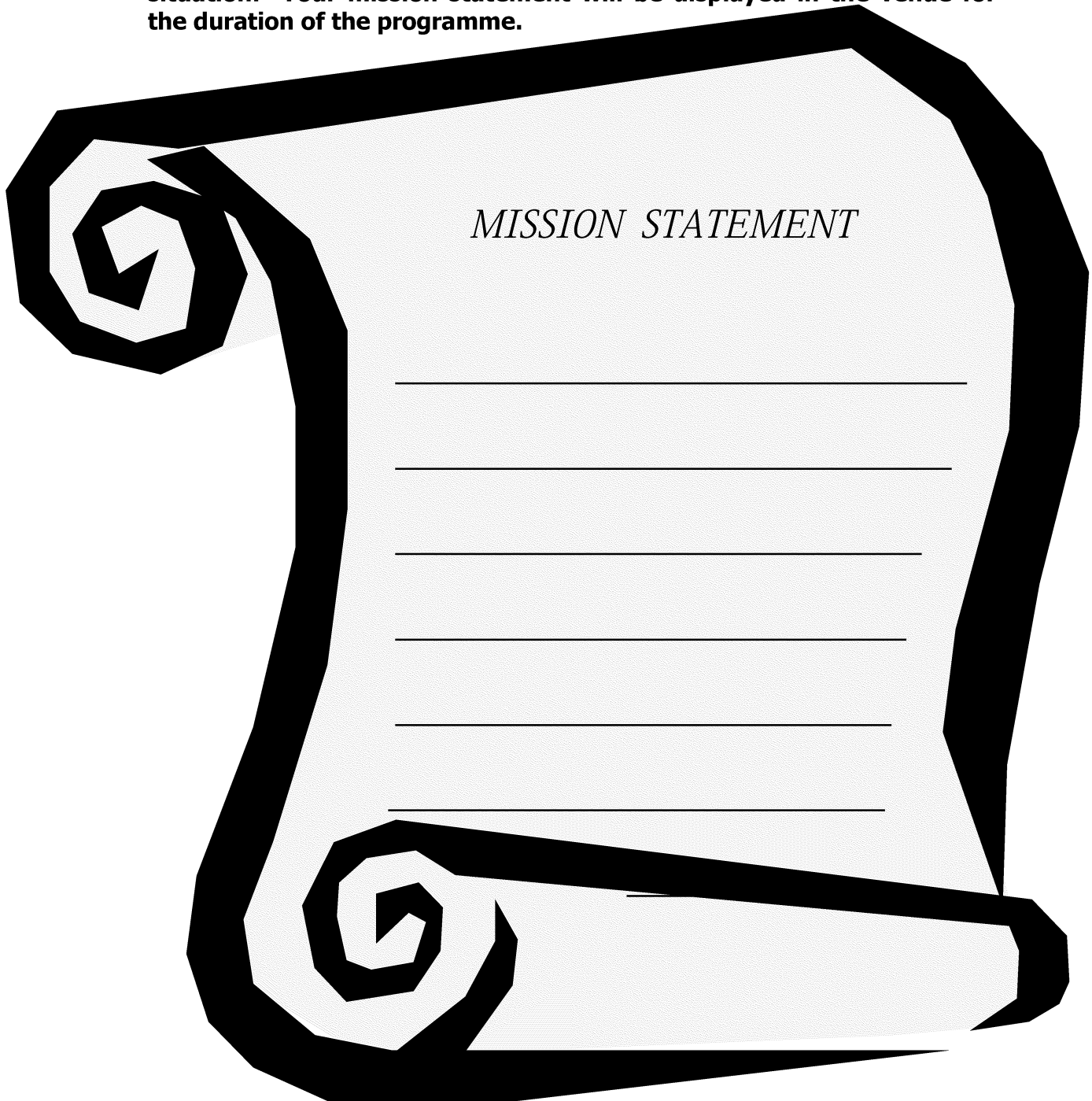
2.5   REFERENCES

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Activity 4: Your home schooling mission statement

Develop a personal mission statement for your unique home schooling situation. Your mission statement will be displayed in the venue for the duration of the programme.

MISSION STATEMENT

_____

_____

_____

_____

_____

_____

THEME 3

HOW TO MOTIVATE THE HOME SCHOOL LEARNER

OUTCOMES

Upon completion of this theme you should be able to:

- Define motivation.
- Compare your motivational techniques with those of other parents.
- Discuss and give examples of how you as parent can motivate your children.
- Recognise your motivation styles.
- Identify reasons for children becoming unmotivated in the home schooling situation.

Complete the following sentence:

"If I could have dinner with any person, living or dead, who served as a role model in my life or as a source of motivation it would be

....

because

....

....

3.1   INTRODUCTION

Home schooling learners and their parents need to be motivated from time to time. To maintain their children's motivation parents need to boost and build their children's self-esteem (Eaton *s.a.*).

- Being motivated is related to having a constant interest in the home schooling.
- In order to remain motivated, it is important for parents to manage of their own "home schooling business".
- Values determine ambitions and purposes.
- People are driven and motivated by their values.

"Clarifying your values is the essential first step towards a richer, fuller, more productive life"
-Carl Rogers

3.2   DIFFICULTY IN MOTIVATING CHILDREN

Some children are just "naturally" self-motivated whereas others must be trained! Obviously all children are self-motivated in some ways. If a child is interested in a subject or project, he/she is more inclined to be motivated to do it on his/her own. Children need unconditional love, affirmation, and acceptance demonstrated at all times, regardless of their "performance or achievements" (Eaton *s.a.*).

POSITIVE REINFORCEMENT ***Extrinsic*** (coming from outside the person) ***Intrinsic*** (coming from inside the person)	**ALL REINFORCEMENT CARRIED OUT BY PARENTS TO MOTIVATE AND ENCOURAGE THEIR CHILDREN TO LEARN IS CALLED EXTRINSIC MOTIVATION**

The following hand-outs (*see* Hand-outs 3-7) highlight the definition(s) of motivation, motivation styles, what stimulates motivation, how to keep children motivated and interested in such a way as to emphasise their importance. Some hand-outs are followed by activities (*see* Activities 5-7) in which you as parents can reflect on the importance of motivation and sharing your techniques with other parents. Further, you will reflect on what not to do, for example labelling children which can be very demotivating. You will evaluate your own motivation styles as well as how to apply them to your unique situation.

WELL DONE

"MOTIVATION IS THAT FORCE THAT DRAWS YOU TO MOVE TOWARD SOMETHING"

Conner (2003)

Enthusiasm for the task at hand and supporting others

A POSITIVE ATTITUDE

MOTIVATION DEPENDS ON:
- **To what extent you know yourself.**
- **Accepting responsibility for yourself.**
- **Setting clear goals – must know why you want to do things, otherwise you will not remain motivated.**

Activity 5: What is your motivation style?

Take a few minutes and assess your preferred motivation style.
Read the words in the left-hand column. To the right, circle one of
the three responses that best characterises you.

Count the number of circled items and write your total at the bottom of each column.
There are no right or wrong answers. The response is an indication of how you are
motivated to learn.

1.	I FEEL PROUD WHEN I ...	Get things done.	Help other people.	Think before I act.
2.	I MOSTLY THINK ABOUT ...	What's next?	People.	Ideas.
3.	WHEN I RELAX I TEND TO ...	Do whatever it takes to relax.	Socialise with friends.	Read, surf the Web to learn new things.
4.	I LIKE TO DO THINGS ...	Now or according to a plan or schedule.	When it works for everyone.	When it feels right to me.
5.	WHEN ONLINE, I LIKE TO ...	Search and re-trieve.	Write e-mails or chat.	Look around and take my time.
6.	PROJECTS, TASKS SHOULD BE ...	Completed on time.	Done in groups.	Meaningful to me.
7.	WHEN I WAS AT SCHOOL, I LIKED TO...	Ask questions constantly.	Make friends.	Explore.
8.	SCHEDULES/ PLANNING ...	Keep order.	Help to co-ordinate people.	Are very useful.
9.	I LIKE TO BE KNOWN AS A PERSON WHO IS ...	Organised, productive, neat, efficient and punctual.	Noticing other people, conside-rate and thought-ful, kind and fair.	Smart and clever, creative, makes discoveries and solves problems.
10.	IN TERMS OF COMPLETING THINGS ...	I finish what I start.	I like to get other people to help.	Tomorrow is another day. "Life is a journey, not a destination".
	TOTAL	Goal:	Relationship:	Learning:

(Adapted from Conner 2004).

The column with the highest total represents your primary motivation style.
The column with the second highest total is your secondary motivation style.
You are likely to be motivated in one area with some overlap in a second area.

Your primary motivation style:..

Your secondary motivation style:..

Goal-orientated

Reaching for your goals is probably via a direct and obvious route.
This route may lead you to your computer, a reference book, an expert or whatever means available. Prefer to meet in person and don't find learning much fun.

Relationship-orientated

Participate in learning mostly for the social contact with other people.
When you meet and interact with people, you learn things along the way.
You prefer not to work alone or independently.

Learning-orientated

The practice of learning itself drives you.
Want to learn, search for knowledge for its own sake.
Become frustrated if you spend more time on other things besides learning.

According to Connor (2004), there is a fourth style, not yet addressed because it is far less common than the other three styles and because some might not think of it as a motivation style at all. This style is the **thrill-orientated style**

IMPULSIVE	**SEEK THRILLS AND RUN IF THEY DO NOT OFFER SENSATION**

All of us feel impulsive at times when we have the urge to do something different (wreckless), but we usually restrain these urges when they come, instead of always allowing these feelings to lead you.
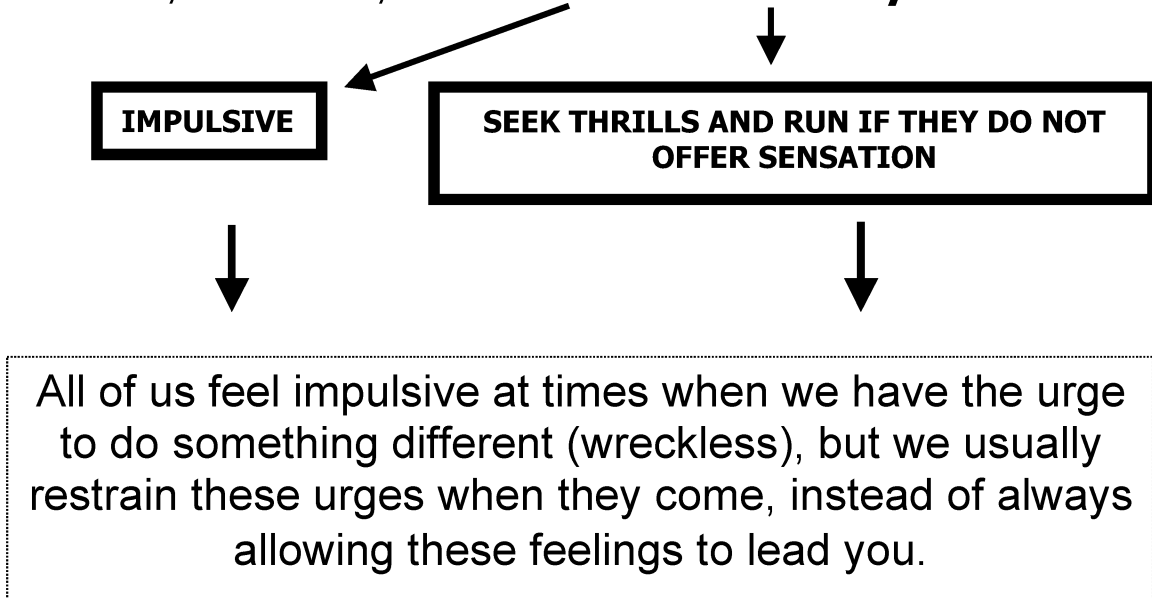
Certain general aspects with regard to stimulating and maintaining motivation in the home schooling family will be discussed.

Team efforts (families should work together and help one another to be successful as well as to encourage one another)

Know their goal (outcomes) procedure
Good parent-child relationships

Active participation in all activities in the home
Learning through discovery

Parent/facilitator's enthusiasm and expectations

Successes and failures   Rewards
Encouragement
Discipline/punishment
Knowledge of progress
Learning process
Competition among themselves/achieving the goals they have set for themselves

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Activity 6: Motivating your child(ren)

(See Hand-out 5 for hints on how to motivate your children)

Complete the questionnaire individually.

1. Do you perceive yourself as a successful home schooling parent? YES/NO

If yes, explain briefly.

....

....

If no, explain briefly.

....

....

2. How do you get your children to be motivated first thing in the morning?

....

....

....

3. How to motivate your children. Make a list of examples of extrinsic and intrinsic reinforcement (motivation) *(see 3.3)*

_____   _____

_____   _____

_____   _____

_____   _____

4. Do you use punishment?

If yes, how do you punish?

If no, what are your reasons?

> Punishment - giving something that your child dislikes, trying to cause an avoidance mechanism and preventing the learner from repeating undesired behaviour.

....

....

5. Do you use negative reinforcement?

YES/NO. Motivate your answer.

> Withholding praise and reward.

....

....

1.   Form groups to **brainstorm** and share
        motivational tips with one another.

BRAINSTORMING is a "storm" of ideas

Come up with as many ideas as possible within the time given.
Do not criticise any ideas.

2.   In your group, write a short dialogue between a parent and a child.

        The dialogue is about a parent who is attempting to motivate the child.
        Two volunteers from each group will dramatise/role-play the scene
        between the parent and the child.   The duration of this scene will be
        approximately three minutes. Give the "play" a title.

        Group number:..............

        Title of the play:

        ....

3.   What did you learn from this dialogue?

Hand-out 5: Keeping your children motivated

General information sheet with ideas on how to motivate your child. These ideas are open for discussion.

BE POSITIVE

DON'T COMPARE ONE CHILD TO ANOTHER

DO NOT NAG!
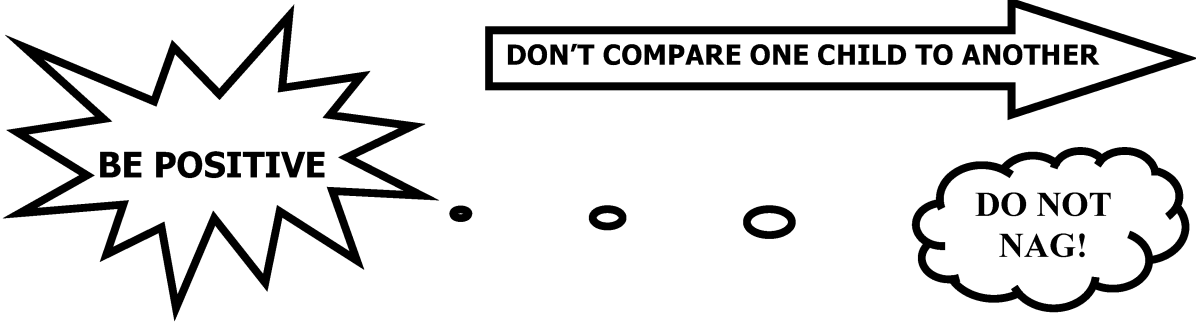
Greet the day with enthusiasm and anticipation!

BE UPBEAT!

ENCOURAGE

BE POSITIVE!

GIVE CONSTANT FEEDBACK

BE CHEERFUL

Hand-out 6: More suggestions on motivating children

Suggestions in this hand-out pertain more specifically to your unique home schooling situation and will also be open for discussion.

Establish a firm routine: by ensuring that everyone knows what is expected of them.

Make them responsible for their own assignments. Check up and help them if necessary.

If they fail to do their work, ground them from all outside activities until they catch up.

GIVE **SMALLER and SHORTER** ASSIGNMENTS TO HELP THEM BECOME FAITHFUL/DILIGENT IN SMALL THINGS BEFORE MOVING ON TO BIGGER THINGS!

**THE YOUNGER THE CHILD THE SHORTER THE ASSIGN-MENT SHOULD BE.**

SHORTER MORE OBTAINABLE GOALS GIVE THEM A SENSE OF ACCOMPLISHMENT

# NOTICE THE GOOD THINGS AND PRAISE THEM!
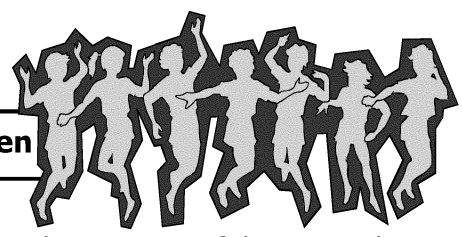
Home-schooled children have opportunities to explore areas of learning that interest them in ways that they enjoy and can help them to learn. These ways can also motivate them. Keep the following in mind.

Use their   **interests and talents**   as a bridge to their academic development.

- **Help them to plan the course of the study.**

- **Discuss and agree upon goals.**

- Brainstorm together to come up with new ideas **FOR** → **learning** / **field trips** / **projects**
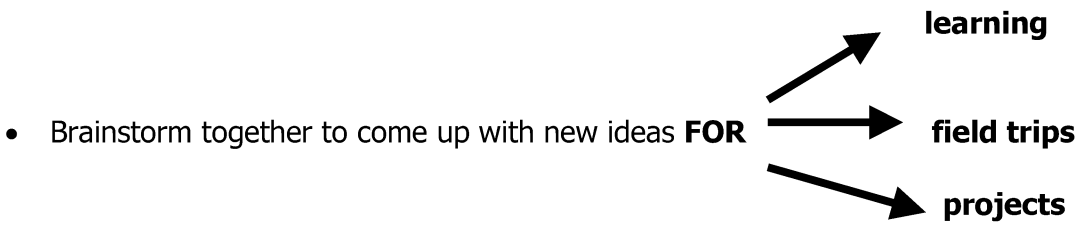
- **Give them the necessary tools for learning while they are young.**

↓

As they mature, children function as partners → become totally responsible for their own learning.
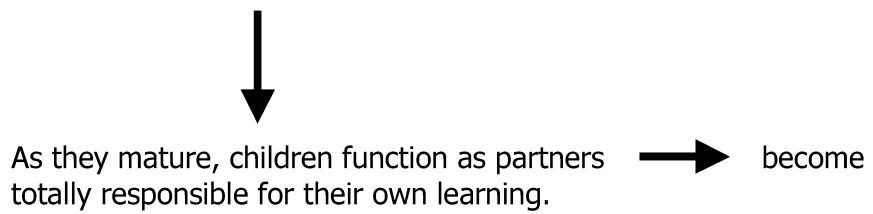
- **Help them discover their talents.**

  Get them to talk to people who are working in these areas.
  Find out from these people what skills and knowledge are required to be successful in that field.

- **Don't be discouraged if your plans to motivate seem to fail.**

DON'T GIVE UP, BE CREATIVE AND ADD VARIETY TO YOUR HOME SCHOOLING

IF ALL ELSE FAILS, TAKE A DIFFERENT APPROACH TO THEIR LEARNING.
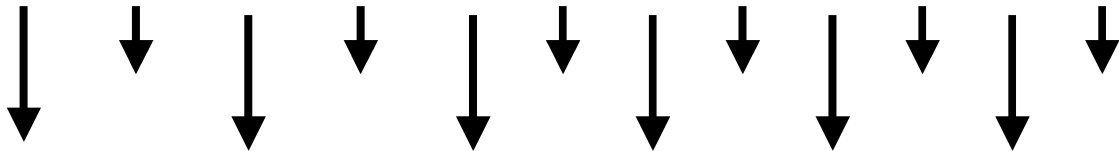
✓ Find out/read all you can about learning styles (see theme on learning styles) and try to determine your child's learning style.

✓ Talk to others attending the training programme to see what has worked for them.

✓ Children mature at different ages especially before the age of 9.

✓ For **younger children** back off for a while from "formal academics".

Practise "**natural learning".** Once they are ready they will "catch up".

Read aloud. Explore nature. Play scrabble and other educational games.
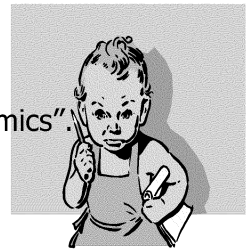
✓ For **teens** a part-time job might help them to see the need for academics.

For kids of all ages let them choose a hobby that motivates learning.

Think of many different ideas!

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Children experience learning problems but most often children who experience these learning problems are labelled by destructive labels. Reflect on the following expressions.

MOST CHILDREN DON'T HAVE "*LEARNING DISABILITIES*".

Your A.D.D. (Attention Deficit Disorder) child probably has a Thinking/Creating or Inventing Disposition.

Your "Dyslexic" child probably has Spatial Talent and Visual Modality strength.

Your "hyperactive" child probably has a Performing Disposition and Tactile-Kinesthetic Modality.

Your bored and unmotivated child probably has untapped talents and interests to which no one is paying attention.

3.3   EVALUATION
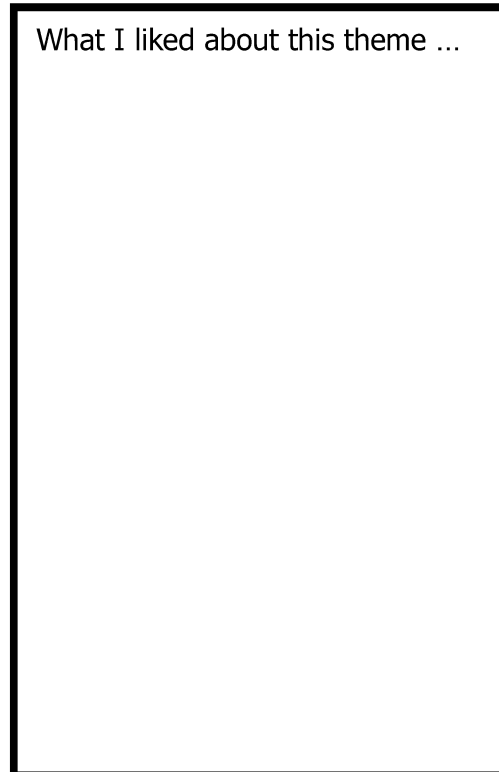
THEME 3: MOTIVATION

Please answer the following questions honestly and to the best of your ability.
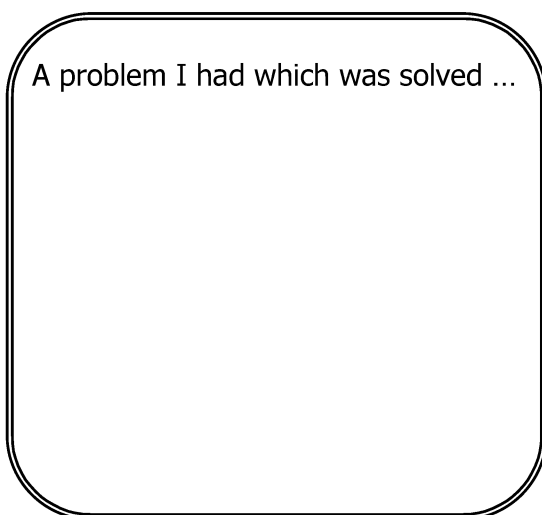
If I were running this programme...
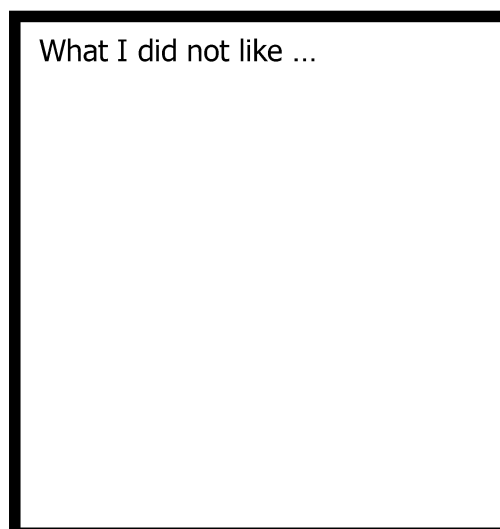
What I liked about this theme ...

A problem I had which was solved ...

What I did not like ...

I would like to know more about...

ANY COMMENTS?

....

....

....

This theme was based on information obtained from the following references.
Parents can also consult these for additional reading.

3.4   REFERENCES

Conner, M. L. 203.   What's your motivation style?   <http://agelesslearner. com/assess/motivationstyle.html>.   (More information on each style, and suggestions on how to maximise your motivation, are available in the book (Hoboken N.J. 2004. *Learn more now.* John Wiley & Sons).

Eaton, T. Motivation Tips. *s.a.* CIN's Christian Homeschool Forum <http://www.gocin.com/homeschool/tips-8.htm>. Retrieved on 21 April 2004.

THEME 4

THE HOME SCHOOL LEARNER

4.1   INTRODUCTION

This theme will focus be on home-schooled learners and various aspects with regard to their development and their uniqueness as stipulated in hand-outs 9-17. Each child is unique and his/her uniqueness is often detected in how he/she learns.

4.2   LEARNING STYLES

Learning styles are the cognitive, affective and physiological traits that characterise how learners learn best. Every adult and child has an exceptional capacity to learn in many different ways. To understand what a learning style is, parents can think of how they prefer to learn new things. Do they like to absorb new information by means of sounds, pictures or in some physical way by means of feelings or touch.

Howard Gardner's multiple intelligence is discussed in hand-out 10. According to Gardner, this set of intelligences defines humans as a species and while all human beings possess all the intelligences he identifies, no two persons possess them in the exact combination of strengths. These intelligences change in response to our acquired life experiences and our analysis of those experiences The four different learning styles will also be discussed briefly in hand-out nine and the assessment of learning styles in activity nine.

> **A learning style is simply a preference for the method by which you learn and remember what you learned.**

Knowing your children's learning styles greatly influences how motivated *(see* Theme 3) they are. Helping them to learn in their unique style will enable them to be successful.

Do not associate or link responsibility and self-motivation with using a structured "traditional" learning style.

⬇   ⬇

Too much **rote learning** must not dampen children's natural interest and curiosity. This is often a fallacy of the strict textbook method of home schooling.

Children must be motivated to think beyond textbooks and learn to apply what they're learning to "real life". They can easily fall into the habit of studying material for the purposes of passing the test at the end of the chapter and then promptly forgetting what they have learnt. For parents to help their children develop holistically they also need to keep other important aspects in mind.

4.3 THE MORAL, SOCIAL AND EMOTIONAL DEVELOPMENT OF THE HOME SCHOOL LEARNER

Parents must have a good idea of the fundamentals of emotional intelligence in order to be effective examples of emotional intelligence *(see* Hand-out 14). Like emotional development, moral development depends largely on the positive influence of parents. The family is the first training ground for socialisation.

Socialisation skills *(see* Hand-out 15) include understanding others, communication, co-operation, managing conflict, leadership, and lovingly meeting the needs of others. Opportunities for developing social skills in the context of the family life happen within the home, church, and community. Home schooling learners learn socialisation skills from their parents and are comfortable with and speak freely to adults because they spent many hours in their presence.

The development of a sense of morality and whether people do the "right" or "moral" thing differs among cultures. Kohlberg developed a theory of moral development after interviewing children and adults from many different cultures. He is of the opinion their moral development is acquired in fixed stages at three different levels (*see* Hand-out 17).

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LEARNING STYLES

VISUAL

Watching others do something.
Seeing context help them understand ideas or concepts.
Reading books about subjects/ illustrations and watching videos.

AUDITORY

Receive and retain information best through listening/oral data.
Hearing. History/story tapes and books. Songs.
Parents who have flair for the dramatic can perform and record lectures.

KINESTHETIC

Receive and retain information best through "hands-on" activities in every subject. The "Doer".
Unit studies are ideal for "hands-on" children.
Sports, field trips, crafts, activities, acting, projects and whatever else a parent can imagine will bring any subject to life.

TACTILE

A "toucher", hugger. Must touch, handle and manipulate materials and objects.
Likes computers. Good at drawing designs.
In touch with self and feelings.

Hand-out 10: Howard Gardner's intelligences

1. Linguistic intelligence

The ability to speak, and listen well.
Learning: write stories, play games, journal, discussions, debate etc.

2. Logical-mathematical intelligence

The ability to reason, calculate and handle logical thinking.
Learning: analyse and interpret data, use prediction, stimulate problem-solving.

3. Visual-spatial intelligence

The ability to paint, has good colour sense, takes great photographs.
Learning: draw maps and diagrams, watch videos, use pictures and symbols to learn.

4. Musical intelligence

The ability to play musical instruments, to compose, sensitive to emotional power of music.
Learning: learn through songs, make pictures with music, compose music on computer.

5. Bodily-kinesthetic intelligence

The ability to use one's hands, to manipulate, by moving.
Learning: use field trips, games, finger snapping, clapping, stamping, jumping, climbing, mentally review while swimming, jogging, act out learning.

6. Interpersonal or "social intelligence"

The ability to relate to others well, to communicate, be able to read others' intentions and negotiate well.
Learning: learn co-operatively, break often to socialise and work in teams.

7. Intrapersonal or intuitive intelligence

The ability to be aware of one's own feelings, aware of one's strengths and weaknesses, very private and well-developed sense of self.
Learning: "heart-to-heart" talks, independent study, debrief activities and inner reflection.
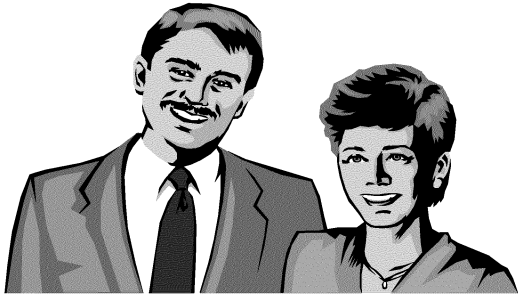
8. The naturalist intelligence

The intelligence of a child who really enjoys bugs, insects, outdoors, living things.

To emphasise the differences between andragogy and pedagogy the "traditional" pedagogical method of teaching children was used. See hand-out 21 for the OBE approach.

| ANDRAGOGY *Malcolm Knowles* Adult education practice	PEDAGOGY Profession of teaching
Greek "*aner"* – man. • **Increasingly self-directed.** • **Teacher as guide and facilitator.** • **Wealth of life experiences – a resource for learning.** • **The want and the need to learn.** • **Want to learn a task, solve a problem.** • **Internal motivators: self-esteem, self-confidence, self-actualisation – life benefits** • **Problem-centred learning.**	**Greek "*paid"* – child.** • **Dependent upon teacher/facilitator.** • **Teacher as authority figure.** • **Limited experience to be added to.** • **Students are told what to learn.** • **Acquiring prescribed subject matter.** • **Primarily motivated by external pressures, competition for grades.** • **Subject-centred learning – prescribed.**

The learning cycle of Kolb is based on the experiential learning which incorporates growth and development.

KOLB'S EXPERIENTIAL LEARNING CYCLE

Concrete experience

1   2

3   4

Active experimentation

Reflective observation

Abstract conceptualisation
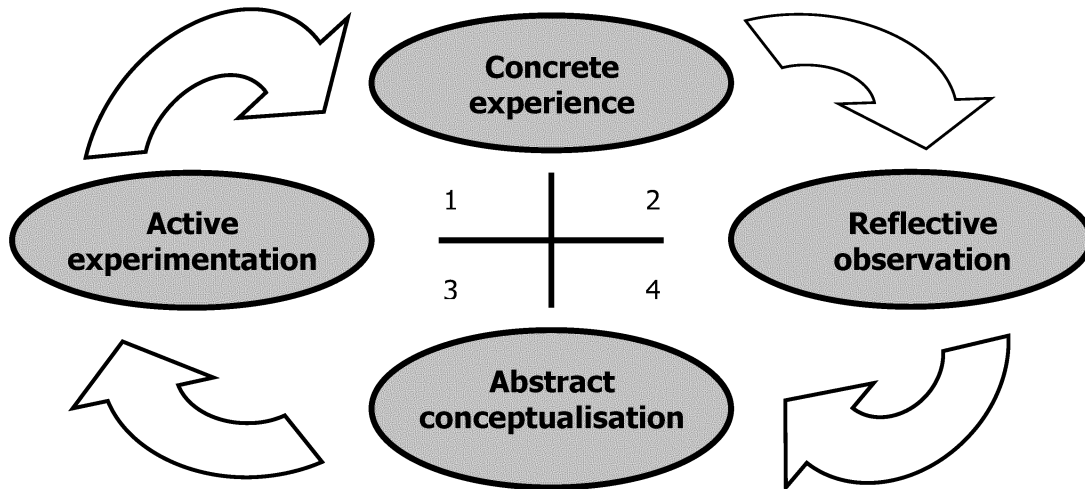
Concrete experience (based in reality)	Reflective observation (including feelings)
Reading work **Videos** **Fieldwork** **Simulations/games** **Observations** **Laboratory work** **Problems** **Examples**	**Journals** **Logbooks** **Discussions** **Brainstorming** **Thinking processes** **Rhetorical questions**
Abstract conceptualisation (making sense, considering alternatives)	**Active experimentation**
Lectures **Presentation** **Building models** **Projects** **Analogies**	**Simulations** **Case studies** **Laboratory work** **Fieldwork** **Projects** **Homework**

Kolb's learning styles describe the way you learn and how you deal with ideas and day-to-day situations in your life.

1. ACCOMMODATORS	2. DIVERGERS
Trust their intuition rather than their logic. **Hands-on learners.** **Trust others' analysis and not their own.** **Apply what they have learnt in reality – like to execute their planning.** **Adapt to circumstances/ learn through trial and error.** **Like goals and schedules.**	**Look at the same problems from different angles.** **Open for experiences.** **Observe rather than participate.** **Gather and organise information using different categories.** **Use imagination to solve problems – imaginative – generate lots of ideas.** **Sensitive to feelings when they learn.** **Investigate opportunities.**

3. CONVERGERS

- **Solving practical problems.**
- **Technical problems rather than social and interpersonal problems.**
- **Focus on inputs/prefer one solution.**
- **Evaluate plans and select alternatives.**

4. ASSIMILATORS

- **Precise and logical approach.**
- **Abstract ideas are important.**
- **Formulation of logical explanation.**
- **Can create:**
  - **Theoretical models**
  - **Define problems and compare alternatives**
  - **Identify criteria**
  - **Formulate hypotheses.**

Activity 8: Stop and reflect on learning styles

Becoming aware of your own learning/teaching style will help you to pay closer attention to the learning styles of your children.

Do you think that you have a preferred learning style?

Do you think that you can help your children to learn in their preferred learning style?

Do you think that your preferred learning style is linked to your self-image or personality?

Would you change your home schooling strategy if you come to realise that one of your children is a visual learner and the other an auditory learner?

Do you think that certain subject areas give advantage to learners with a particular learning style?

Questions adapted from Cotton (1995).

Activity 9: Assess your learning style

When you	Visual	Auditory	Kinesthetic and Tactile
Spell	Do you try to see the word?	Do you sound out the word or use a phonetic approach?	Do you write the word down to see if it feels right?
Talk	Do you talk sparingly, but dislike listening for too long?	Enjoy listening but are impatient to talk. Use words such as hear, tune and think.	Gesture and use expressive movements. Use words such as feel, touch, and hold.
Visualise	Do you see vivid, detailed pictures?	Do you think in sounds?	Have few images, all involving movement.
Concentrate	Does untidiness or movement distract you?	Do you become distracted by sounds or noises?	Become distracted by activity around you.
Meet someone again	Do you forget names, but remember faces? Remember where you met.	Forget faces, but remember names. Remember what you talked about.	Remember best what you did together.
Contact people on business	Do you prefer direct, face-to-face, personal meetings?	Do you prefer the telephone?	Do you talk with them while walking or participating in an activity?
Relax	Do you prefer to watch TV, a play, or movie?	Do you prefer to listen to the radio, music, or read?	Do you prefer to play games or work with your hands?
Try to interpret someone's mood	Do you primarily look at facial expressions?	Do you listen to tone of voice?	Do you watch body movement?
Read	Do you like descriptive scenes? Pause to imagine the action.	Do you enjoy dialogue and conversation, or hear the characters talk?	Do you prefer action stories or is not a keen reader?
Do something new at work	Do you like to see a demonstration, diagrams, slides or posters?	Do you prefer verbal instructions or talking about it with someone else?	Do you prefer to jump right in and try it?
Put something together	Do you look at the directions and the picture?	Do you like to talk with someone or find yourself talking out loud as you work?	Do you ignore the directions and figure it out as you go along?
Need help with a computer application	Do you seek out pictures or diagrams?	Do you call the help-desk, ask a neighbour, or growl at the computer?	Do you keep trying to do it or try it on another computer?
Teach someone	Do you prefer to show them?	Do you prefer to tell them?	Do it and let them see how it's done or ask them to try it.

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ASSESSMENT OF YOUR PERFORMANCE

The column with the highest total represents your primary processing style. The column with the second-most choices is your secondary style.

Your primary learning style:...

Your secondary learning style:...

Becoming aware of your learning style can help you get more out of your learning. For example, the following tips can enhance your reading potential when reading a book.

If your primary learning style is **visual**, envision the topic, draw pictures and look at graphics. Need to see to understand.

If your primary learning style is **auditory**, read out loud and listen to the words.

If your primary learning style is **tactile/kinesthetic**, use a highlighter or pen to mark or underline passages that are important to you. Take notes and transfer the notes to a computer or in the margins of a book. Be active mentally and physically by walking around, reading while music is playing etc.

> **Although this test is not very technical or complicated, most adults know how they respond to situations.**

Hand-out 14: Development of emotional intelligence

Studies have proven that the way parents treat their children, whether good or bad, can have deep and lasting consequences for the child's emotional intelligence (Goleman 1995:190). This hand-out will give you information on how to help your children develop their emotional intelligence.

Parents who demonstrate emotional intelligence enormously benefit their children, especially parents who are emotionally competent in their marriages. The way parents handle problems between themselves communicate important lessons to their children, who are keen learners.

Parents with a good understanding of the essential elements of emotional intelligence can help their children with the basics of emotional intelligence, for example learning how to manage, recognise and harness their feelings; handle feelings that arise in their relationships; and empathise (Goleman 1995:191).

Covey (1992:188) describes emotional training as making deposits into children's emotional bank accounts, while further emphasising that the withdrawals from this bank account should not exceed the deposits.
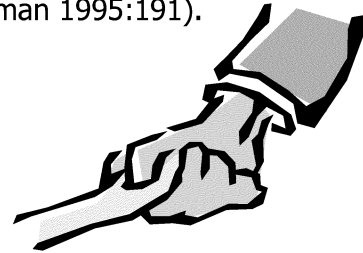
Children who are emotionally strong handle their emotions better, become upset less often and are biologically more relaxed (low levels of stress hormones). These children will also adapt better socially and are popular among their peers (Goleman 1995:192). Emotionally capable children also benefit cognitively. These children concentrate better and become more efficient in their learning (Goleman 1995:192).

Children need not be ashamed to show their feelings and must be helped by parents to handle their emotional problems. Spending time with parents and siblings creates closeness in relationships which encourage empathy.

Helping children to acquire life skills such as self-awareness and emotional self-regulation, empathy and social skills will assist them in becoming aware of the needs, emotions, and feelings of others, and in establishing and maintaining constructive, co-operative and mutually satisfying relationships. Emotions need to work for us and not against us, as we need to be optimistic, positive and self-motivated, and be capable of solving problems realistically and with flexibility.

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The social life of a homeschooling family is positive and delightful – one built around a united family (Blumenfeld 1997).

They join support groups and develop friendships with other home schooling parents. Their children are always there and/or engaged in some activity with other home schoolers.

Most home school learners take lessons or participate in activities outside the family. They go to church, join sports teams, become Scouts (Voortrekkers) and do volunteer work in the community. They also play with other kids in the neighbourhood.

The special relationship the child has with his/her parents directly correlates with the relationships and social behaviour the child will have throughout life. A child who has a secure attachment with his or her parents is more resilient, empathetic and self-knowledgeable, has a higher self-esteem, and is more curious.

Activity 10: Development of the home school learner's social skills

How does your child develop social skills
in the home?

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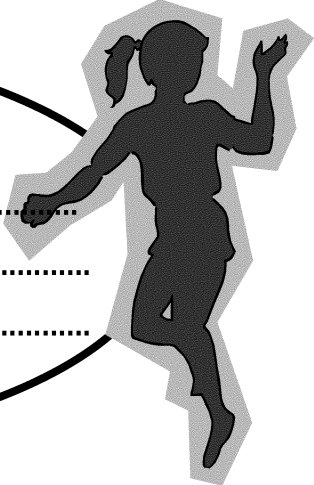
**How does my child socialise
with other children?**

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**Other socialising activities outside the
home ...**

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Any other social activities?

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Hand-out 16: Different development levels of the home school learner

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Learners respond and interpret rules, regulations and procedures differently at their various levels of development (Kruger 1998:24).

Grade/age level	Characteristics of the home schooling learner
0 − 3 **7 − 9 years**	Learners • are compliant, want to please parent, facilitator/educator; • get tired easily and have a short attention span; • are restless, move around a lot; • require close supervision; • often break rules because they cannot remember them; and • need routine and rules to be specifically taught, practised and strengthened.
4 − 6 **10 − 12 years**	Learners • become increasingly independent; • respond well to concrete encouragement (e.g. free time, stickers); • perceive the significance of rules and accept the consequences; • willingly participate in and enjoy the making of rules; • are fully aware of how far they can push; and • rules need to be revised repeatedly and applied.
7 − 8 **12 − 15 years**	Learners • are constantly testing independence; • are at times unpredictable and rebellious; • need a firm hand of stability, clearly defined boundaries and foreseeable outcomes; • are critical; • need rules that are clearly defined and applied; and • are very keen to be part of the rule-making process.
9 − further education and training **16 years and older**	Learners • do not take information for granted; • are open or subject to dispute/debate and argue about things; • are more critical in their reasoning; • are very emotional, but can control their emotions; • are increasingly capable of reasoning; • are eager to participate in the making of decisions; and • gradually take more responsibility upon themselves.

Adapted from Eggen and Kauchak (1994).

Hand-out 17: The six stages of Kohlberg's moral development theory

STAGES	PRECONVENTIONAL (The child)
1	In this stage punishment is emphasised. The child does the right thing because of fear of punishment, for example "I don't want to get grounded".
2	This stage contrasts with the above because the focus is on reward. The reward leads children to do the right thing. Treat others right with the hope that they will return the favour, for example "Mommy will bring you something nice if you are good".
	CONVENTIONAL (Teenagers and most adults)
3	This stage involves being a "good girl" or "good boy". Essentially to please others to gain their approval. They want to possess the "good" virtues as defined by the group, family, etc. Strong conformity to peer standards, for example "my mother, father, older brother, spouse would not approve …".
4	Strong emphasis on law and order. You do what is right because it is your "duty". Respect for authority. Example "you do what your grandfather says because he is your grandfather".
	POSTCONVENTIONAL (Estimated to be found in 20% of adults)
5	This stage, the social contract agreed upon, emphasises rational rather than emotional reasons. There is agreement based on mutual rights and obligations. Very legalistic, for example the United States Constitution.
6	Universal ethical principles such as justice, human dignity, and the rights of the individual. These do not necessarily correspond to the laws or standards of the society, for example the speed limit saves lives and because these people value human lives, they will obey it. Typical of certain leaders like Ghandi, Lincoln, Martin Luther King, and Nelson Mandela.

Activity 11: Moral stages of development

According to Kohlberg, every person is mainly in one stage but partially in the two adjoining stages (nearest to the main one). This is why people have inconsistent behaviour. Having knowledge of someone's stage of moral development, however, does not necessarily make you an expert on other people's behaviour, for example why do people obey the speed limit on roads? (It is merely an assumption that people obey the speed limit). Reasons for obedience can be found at any one (or more) of the six stages.

Question for parents.

From the discussion above, which stages seem to fit your moral reasoning?

Think about this question individually and then reflect on moral development in general in your groups.

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Notes completed from group discussion.

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4.4 EVALUATION

THEME 4: The home school learner

Please answer the following questions about this theme.

If I were running this programme...	What I liked best about this theme ...

A problem I had which was solved ...	What I liked least about this theme ...

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│ ┌─────────────────────────────────────────────────┐ │
│ │  What I would like to know more about in this theme … │ │
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ANY COMMENTS?

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THEME 5

THE HOME SCHOOLING CURRICULUM

OUTCOMES

Upon completion of this theme you must be able to:

- **Distinguish, explain, identify and describe the curriculum or combination of curricula that will suit or that suit your home schooling situation.**
- **Compile a curriculum that will suit your children's learning styles.**
- **Estimate whether the curriculum they are currently using in their home schooling situation complies with the requirements of the policy on outcomes-based education.**
- **Indicate how you would like to adapt certain aspects with regard to your home schooling curriculum.**

Parents must explain one thing they have learnt the hard way about home schooling curricula. This problem or statement will be posted on the flipchart and referred to throughout the class.

5.1   INTRODUCTION

Home schooling curricula are available locally and internationally, and can range from formal to informal curriculum. Many parents experience uncertainty with the home schooling curriculum and only after months or years of trial and error figure out a curriculum that is suitable for their unique home schooling situation. Some home schooling curricula are similar to the public school's curriculum (Curriculum 2005) except that the former is taught at home.

> **"If the curriculum you're using isn't working, be flexible: supplement, substitute or simplify".**

5.2   HOME SCHOOLING APPROACHES

An indicator for parents that the programme they are using in their situation is successful is the extent to which the child is enthusiastic about the home schooling activities (Education Review Office 1998).

Most home schooling parents feel more secure if they begin their home schooling with a pre-packaged curriculum explaining or prescribing to them exactly what to do each day. As they gain experience, become more confident and develop a close relationship with their children they want to design their own curricula.

Home schooling approaches used by parents to home school their children can range from basically a curriculum similar to that used in the public school (Curriculum 2005) (except that the former is taught at home). Further approaches are the "unschooling" method, the classical approach, unit studies and the eclectic approach. The curriculum can be built around the child's specific interests and the events in the life of their family.

5.3   OUTCOMES-BASED EDUCATION (OBE)

Outcomes-based education can be defined as a learner-centred (as opposed to teacher-centred) and outcomes-orientated (as opposed to contents-orientated) approach to teaching and learning. Outcomes-based education is clear and simple. Parents set clear educational outcomes and then design, adapt or apply a curriculum that enables their children to meet those outcomes.

The outcomes clearly state what the child must be able to do in measurable terms, then designing a curriculum that allows them to learn how to do it. In other words, outcomes are:
- the end results,
- what must be attained, and
- demonstrated for mastery at the end of a particular unit, course or programme.

Parents should not confuse outcomes with test scores and programme details.   Outcomes of learning happen when children actively do observable things with skills, information, values and dispositions they have acquired (Geyser 2004b:145).

An outcome IS NOT a score or a grade but the end-product of a clearly defined process that learners carry out (Spady 1994:18).

Teaching will be towards the outcomes using appropriate learning programmes. The success of outcomes-based education will furthermore depend on the quality of the parents' facilitation and teaching skills, their content knowledge, their facility with different teaching methods, and their access to learning programmes and textbooks (RSA DoE 2000).

Outcomes-based education (OBE) programmes focus on the performance outcomes, which is the demonstration of a learning experience. The learning experience is linked to the real world granting learners skills to analyse, criticise, access and apply knowledge rather than repeat it in a parrot fashion (RSA DoE 1996:30). Opportunities and conditions must be established within such a programme in order to encourage and enable learners to achieve these outcomes (Geyser 2004b:144).

5.4   ASSESSMENT

Assessments are developed to assess learners' knowledge, skills and dispositions holistically and, in particularly their higher-order thinking skills in real-life contexts. Many parents are concerned about their children's assessment and often doubt whether their children will qualify to go to an institution of higher education once they have completed their home schooling years. Assessment methods include testing, case studies, written assignments, presentations, debates, projects, or any other method that evaluates the student's achievement.

> # A KEY ELEMENT IN CHOOSING A CURRICULUM IS IN UNDERSTANDING HOW YOUR CHILDREN LEARN BEST (LEARNING STYLE).

> # ANOTHER KEY ELEMENT IS IN KNOWING HOW YOU ARE BEST ABLE TO PRESENT THE MATERIAL (TEACHING STYLE) (see Theme 8).

Hand-out 18: Home school curricula in South Africa

	CURRICULUM	FOCUS	OUTCOMES	TEACHING AND LEARNING PROCESS	ASSESSMENT
1	**Adrio Verspreiders.**	Lessons in Afrikaans. Classroom packages include essays and prescribed work.	Memorising, recalling, recognising and reproducing content.	Instruction from parents.	Structured lessons. Complete memorandums with answer sheets.
2	**Brainline** (Young 2002: Brainline Website).	Content-centred for all grades. Based on the South African curriculum, which may also be associated with the United Kingdom (UK). Finds common ground with many other curricula in the world.	Mastering a predetermined set of objectives according to a predetermined schedule for each grade (Van Oostrum & Van Oostrum 1997:3).	Self-study programme with minimal parental assistance. Interactive tuitional computer lessons viewed on a screen where immediate feedback is given in answering the questions printed out on paper	Easily assessed. Information is discovered herein and internalised. The international modes of Question-and-Answers are used: multiple choice questions, filling-in, pairing-off, crossword puzzles, all in colour using sound on occasions.
3	**Moria tuis skool material.** Run closely with the current curriculum used in schools. Developed for Afrikaans homeschoolers.	Parental instruction up to grade three. Thereafter textbook based self-study.	Mastering content and development of creative problem-solving, critical thinking and time management.	Textbook based self-study. Parental guidance.	Structured curriculum. Traditional exams.
4	**Oikos.** Family ministry for families,	Well suited for all ages. Experiential,	An understand-ding and	Independent and constructive	All subjects are integrated with additional

	assisting them to live a lifestyle of unity and family bonding, through education home Offer a complete curriculum package including Konos Unit studies, Language and Maths and Children's literature (Young 2002:105).	participatory learning in one topic.	appreciation of the topic being studied. Development of creative and critical thinking skills.	learning.	formal Maths and language programmes. To develop certain character traits.
5	**Konos.** A social studies curriculum with the focus on the development of character traits with God as central theme. Unit studies.	For all types of learners from talented, gifted, problem learners, creative, artistic and learners with Attention Deficit Disorder (ADD).	To grow in a godly character. The emphasis is not merely on the intellect, but more on the Christ-like character being taught, trained and developed.	Hands-on activities. Great resource lists which expose children to research classical literature. Uses all teaching methods to meet the needs of all learning styles.	To develop certain character traits. All subjects are integrated which enables the parent to teach the same subject to children of different ages.
6	**KenWeb.** A computer-based curriculum for Afrikaans homeschoolers.	All grades.	Managing time. Developing creative problem-solving and critical thinking skills.	Children work on their own. Parental facilitation when needed.	Textbooks are the primary resource. Well-structured-computer-based curriculum with interactive computer testing.

7	**Theocentric Christian Education (TCE).** (Centred around the 27 character qualities of God). Books are imported from America and adapted to South African situations (Young 2002).	Structured set of outcomes or objectives for each grade according to the age of the child. Qualities of God are studied within the context of each subject.	Mastering content and developing skills. Institutions. Prepare children for international qualifications i.e. Cambridge Higher International General Certificate of Education (HIGCSE) or British A Levels. Both are accepted by South African Higher Education Institutions.	Parental involvement and instruction. It ensures a God-Parent-Child relationship as the parent and the child study together. TCE website supplies information.	Structured curriculum.
8	**School of Tomorrow – Accelerated Christian Education (ACE).**	Structured set of outcomes or objectives for each grade according to the age of the child.	Mastering content and developing skills. Development of independence and self-directedness.	A system of schooling by facilitation. Self-study programme. Minimal parental assistance. Optional: subject and instructional support from the nearest ACE school.	Structured curriculum. Parents register with ACE school and are responsible for testing and monitoring the child's progress.
9	**Hout Bay Church International.**	Topics for learning are determined by the child's environment. Involves real-life aspects.	To prepare children for life. Developing a lifelong learning attitude. Establishing relationships and reaching out to other people.	Parental guidance and instruction.	The Charlotte Mason approach. "Education is an atmosphere, a discipline, a life" (Van Oostrum & Van Oostrum 1997:7).

10	**Clonard Publishing.** (Young 2002).	Home schooling and early learning curricula for pre-school to Grade 9. Language learning for all ages. Teaching materials adhere closely to South African School Syllabus.		Parental and facilitators' guidance in the form of Teacher's Manuals and Parents' Guides as well as help line.	Examinations are set and marked twice a year, and a comprehensive report given on each exam.
11	**Curriculum 2005.** Unit studies.	For all ages. Allowing them to work at their own development level sharing resources and activities.	Development of the desired attitude, social and communi-cation skills and personal habits.	Learner-centred. Children are able to work at their own development level on the same theme for long periods. Use workbooks as an organising method.	Outcomes-based education (OBE) applying formative and summative assessment methods.

These curricula have different points of departure and what might be good and acceptable for one home schooling situation might not be suitable for another home schooling situation. Many parents also prefer to combine some of these curricula.

With **younger children** use materials that require less advanced planning.
More informal, one on one.
As they mature spend time working with them, allowing them to gradually do more on their own as their reading and writing skills develop.

As they get **older,** give them the necessary tools to do independent studies.
How to research subjects, find answers to questions, and use reference materials.
Different teaching methods work best with different children.

UNIT STUDIES
(Also described as "delight-directed studies")

Several subjects are integrated and centre on a common theme used by families with children of different age groups, adapting the material to various levels and learning styles while maintaining a unifying theme. With this technique the parent writes down all (outcomes) they want their children to have learned/achieved the day they leave home to be on their own. Unit studies give a real-life understanding rather than pieces of unrelated information.
Built around the child's specific interests.
Creates opportunities for children to learn in various ways, i.e. aural, kinesthetic (hands-on), visual and verbal).

UNSCHOOLING APPROACH (child directs his/her own learning)	
ADVANTAGES	**DISADVANTAGES**
• Unschooling parents help their children learn by facilitating their natural curiosities and issues that excite them and suit their inner drives, rather than forcing them to stick to a structured curriculum. • It requires little planning. • Children have access to the real world with loads of time to figure out things on their own. • The child can delve into a subject as deeply as he/she wishes. • It captures the child's "teachable moments". • Children seldom become academically frustrated or "burned out".	• Some subjects may get neglected. • Can be difficult to assess the level of learning. • It is very unstructured and lacks the security of a clearly laid out curriculum. • It can be difficult to explain to others.

THE CLASSICAL APPROACH

Children are taught the tools of learning known as

▼

THE TRIVIUM
(The 3 stages correspond with the child's mental development).

➡ "*Grammar stage*" (early learning years): reading, writing and spelling. The aim is to master the elements of language and to develop a general framework of knowledge.

➡ "*Dialectic stage*" (middle school years [10-14 years]): practise abstract or independent thought. Logical discussion, debate and how to draw correct conclusions supported by facts.

➡ "*Rhetoric stage*" (usually by the age of 15): teach written and spoken language both persuasively and fluently.

ECLECTIC STYLE

Parents have the option of creating their own combination of teaching methods.
Elements or aspects come from various sources to create a "self-defined, fluid teaching model".
Parents take different developing phases of children into consideration and apply what is best for the child.
The whole family is part of these phases, which might also include a need for more structure, challenges, day-dreaming or freedom.
If the best method for a twelve-year-old child includes sitting at a desk and taking a test, then the "eclectic" parent teaches that way.

The outcomes will be described in terms of what the learners must be able to do at the end of the learning experience and the assessment (see Hand-out 22) will be made against the outcomes using appropriate assessment instruments.

OUTCOMES PRESENTED IN DIFFERENT TYPES OF CATEGORIES OF LEARNING
You will write your outcomes concerning the following:

Knowledge
Understanding
Skills: Cognitive skills
Subject-specific skills
(including practical/
professional skills)
Transferable skills
Employability skills

Capabilities
Values (often linked with attitudes)
Personal development

You may ask yourself the following questions:

What must children be able to do at the end of a session?
*   Must they indicate or demonstrate that they have gained knowledge and understanding in a certain area?
*   Must they demonstrate certain skills they have acquired?
*   Must they demonstrate that they are capable of doing certain things?
*   Is there an observable change in their attitude?

VERBS THAT WILL HELP YOU TO DEFINE DIFFERENT SORTS OF OUTCOMES

FOR KNOWLEDGE
Define, arrange, order, label, list, recall, repeat, memorise, name, state, record, reproduce, review, recognise

FOR COMPREHENSION/UNDERSTANDING
Describe, explain, discuss, express, review, classify, observe

FOR CREATIVITY
Design, consider possibilities, adapt, connect, visualise, create, imagine, generate ideas

FOR COMMUNICATION
Communicate, examine, demonstrate, question, explain, advocate, articulate, formulate, justify, illustrate, summarise, present

FOR PROBLEM-SOLVING
Solve, resolve, identify, recognise, apply, propose, assess, formulate, select, define, provide options, plan, select

FOR APPLICATION
Apply, operate, employ, solve, illustrate, use, write, interpret, practise, choose

FOR ANALYSIS
Differentiate, plan, discriminate, calculate, distinguish, examine, compare, contrast, question, criticise, test, analyse

FOR SYNTHESIS
Arrange, organise, formulate, manage, collect, associate, develop, produce, connect, construct, plan, manage, assemble, formulate

Hand-out 21: The "traditional" approach (contents) versus the OBE approach (learner-centred)
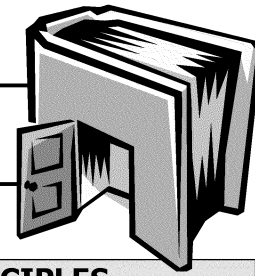
CONTENTS-BASED PRINCIPLES	OBE PRINCIPLES
Parents transmit information to passive children.	Parents are facilitators of meaningful learning and not mere transmitters of knowledge.
Home schooling activities are parent-centred.	Home schooling activities are child-centred.
The focus is on knowledge of facts, information and programme content.	The focus is on a wide variety of outcomes (knowledge, skills, understanding attitudes, dispositions and values) to be achieved; in other words, the main aim is the application of knowledge and skills.
Information in the programme is not linked to the child's life-world and experience.	Learning and learning programmes are linked up to real-life situations and to the experiences of learners.
Rigid, formal, compartmentalised subjects with little or no cross-reference.	Knowledge and skills are integrated across all subject areas in order to prepare learners for real life, where knowledge is seldom compartmentalised.
Methodology	**Methodology**
Children often learn information like parrots (rote learning) without the necessary understanding.	Children are expected to think critically, to solve problems creatively, to reflect, to reason, to research and to participate actively.
Chalk-and-talk method.	Parents are facilitators who engage children in interactive activities, discussions, experiments, role-play with siblings, other home schoolers and parents.
Children work at the same pace dictated by parents and programme.	Children work at their own pace dictated by their unique situation, barriers to their learning, their levels of ability, etc.
Parents are responsible for transmitting knowledge and learning.	Children construct their own meaning, are responsible for their own learning by being actively involved in experiments, debates and research.

Learning materials	Learning materials
Prescribed textbooks (with information often unfamiliar to real-life situations and experiences of the child). Important to deliver the exact contents of the prescribed programme.	Learning materials are diverse and therefore encourage an eclectic approach. Makes a wide range of resources available with the aim to facilitate information relevant to the real-life situations and experiences of the children.
Assessment	**Assessment**
Knowledge of learners is evaluated by means of formal time-bound tests and end-of-year examinations.	Learners are assessed on a continuous basis on the outcomes they reached in order to provide an overall picture of how they progressed in their learning.
Learners are evaluated on the facts they can reproduce.	The assessment of the learner is comprehensive using a number of assessment techniques and criteria, including the assessment of knowledge, skills and attitude.
Evaluation mostly done by individual facilitators (parents) who mark work and calculate a final result in a grade/numerical form.	The learners themselves do the assessment, their parents, other siblings, other facilitators and significant persons.

Adapted from Kruger (1998:11).

Because home schooling usually takes place in the home and the child's achievements take place within the context of the home, it can become difficult to assess.

Activity 12: Home schooling programme
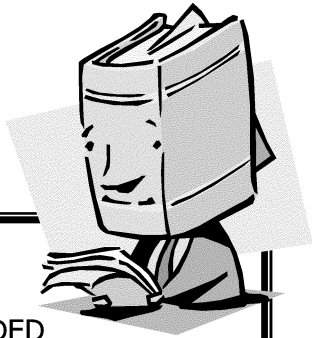
REMEMBER

TEACHING CANNOT TOTALLY BE DISREGARDED
IMPARTING KNOWLEDGE AND SKILLS ARE VERY, IF NOT THE MOST
IMPORTANT PART OF A CHILD'S EDUCATION.

THESE TWO TECHNIQUES SHOULD COMPLEMENT AND
SUPPLEMENT EACH OTHER.

THE HOW IS MOST IMPORTANT!

1. Which home schooling curriculum or combination of home schooling
   curricula do you follow?

....

....

....

OR

1.1   Explain your way of applying home schooling everyday/most of the time.

....

....

2. Do you recognise some of the methods in the tables (*see* Hand-out 21) as methods which you are currently applying in your home schooling?

YES/NO

2.1 If you do recognise some of the approaches that you apply, please list them.

....

....

....

2.2 Do they work for you?

....

2.3 If not, please explain why.

....

....

....

2.4 How does your home schooling curriculum compare with those in the hand-out? Does it favour more the OBE or the contents-based curriculum? Please explain.

....

....

....

In your groups reflect on the above cartoon.

1.   Explain precisely how you interpret this cartoon.

....

....

....

2.   What is the message the cartoon is trying to get across?

....

....

....

3.   Reflect on your home schooling approach.

3.1   Do you recognise certain aspects of concern in the cartoon that you can relate to in your home schooling?

YES	NO

3.2   If YES, please explain.

………………………………………………………………………………………………………

………………………………………………………………………………………………………

3.3   All curricula have both positive and negative points. In your opinion write down the advantages and disadvantages of the home schooling curriculum you are following.

ADVANTAGES	DISADVANTAGES
………………………………………………	………………………………………………
………………………………………………	………………………………………………
………………………………………………	………………………………………………
………………………………………………	………………………………………………
………………………………………………	………………………………………………

3.4   Test your ideas against the others in your group. One member from each group will report some of the most helpful ideas to other groups.

…….

…….

3.5 Two volunteer parents will demonstrate by means of role-play what they regard as the ideal home schooling method (2 minutes).

Remember, no two situations (families) are the same. We must not force our ideas upon one another, but rather share, support and advise one another.

DO YOU KNOW?
VARIOUS PURCHASED HOME
SCHOOLING CURRICULA PROVIDE
IN-BUILT ASSESSMENT TASKS.
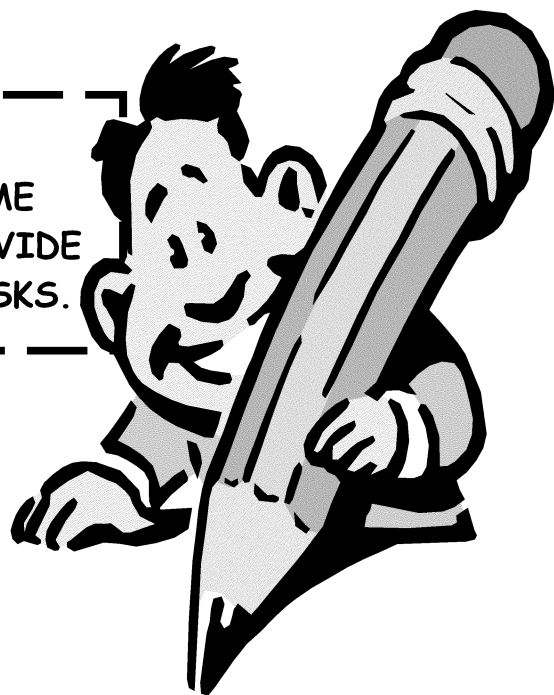
Hand-out 22: Assessment in home schooling

SUMMATIVE ASSESSMENT		FORMATIVE ASSESSMENT
• The purpose is to decide how a learner performs in terms of pass or fail – that is, what the allocated mark communicates to the learner. Often in the form of tests and examinations.	• Done continuously during teaching and learning. • Gathering of evidence of the learner's competency. • Requires various kinds of feedback. • Inform further teaching and programme development.	• The purpose is to help learners identify weaknesses and strengths, redirect the learners, give them another opportunity to try again, without judging them.
• Feedback is formal and usually consists of marks and some comments.	**SIMILARITIES**	• Feedback is often informal, usually consists of qualitative comments and advice on how to improve performance. It helps to identify the needs of the learners.
• Variety of components such as written assessments and project work.	Adapted from Geyser (2004a:94).	

The table illustrates both the differences and the similarities between summative and formative assessment. Both can be equally important, but the one can be applied more often depending on the learning situation, for example the formative assessment technique is applied in this training programme for parents.
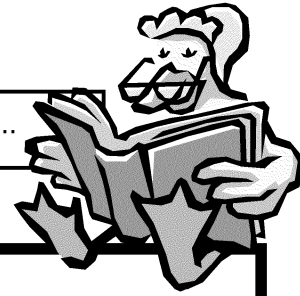
WHY LEARNERS NEED TO BE ASSESSED

Provide feedback to improve learning

To motivate individuals

To diagnose strengths and weaknesses in their performance

Help develop self-assessment skills

Provide a profile of what has been learned or developed

Pass or fail individuals

License to proceed

License to practise

Predict success in future employment

The above can be divided into two main purposes: one relates to feedback and the other to accreditation and accountability, in other words judge mental and developmental.

Many parents have expressed doubts about coping with their home-schooled children's high school at home. High school is just another phase in your children's education. Many South Africans have completed home school at home (Young 2002:70).

ALL CHILDREN NEED TO ACQUIRE A FULL RANGE OF FUNDAMENTAL COGNITIVE SKILLS.

Home-schooled learners must eventually be able to pass standardised tests to prove their own competency to society at large.

If higher education or further education and training are their future they must be able to perform at a certain level in reading, writing and spelling.

Competency in mathematics ranges from basic arithmetic to geometry, trigonometry and calculus.

Basics in science: physics, biology, chemistry as well as astronomy and engineering are required if certain courses are preferred.

Furthermore subjects such as physical education, sports, music appreciation and learning to play a musical instrument add to educating and raising a child who will become a balanced adult.

Hand-out 24: Fears of teaching high school at home

IN ORDER TO COPE WITH CHILDREN DURING THEIR TEEN YEARS IT IS
IMPORTANT TO KEEP THE CHANNELS OF COMMUNICATION OPEN (see also Hand-
outs 24 & 25)

PARENTS OFTEN FEAR THE "LACK OF KNOWLEDGE". THIS FEAR CAN BE
ALLEVIATED WHEN YOU CONSIDER THE FACT THAT YOUR ROLE AS HOME
SCHOOLING PARENT IS TO FACILITATE YOUR CHILDREN'S LEARNING, NOT
NECESSARILY TO TEACH THEM EVERYTHING THEY NEED TO KNOW
(Young 2002:70)

**CONSIDER THE FOLLOWING TEACHING APPROACHES TO ALLEVIATE
FEARS:**

- **Learn the material yourself first.** As a motivated and mature adult you have the ability to learn with greater insight and speed than when you were at school. This will enable you to stay ahead and to teach what you have learnt.
- **Team/group learning.** Learning and doing research with your home school learner and asking for help from friends or professionals. Your maturity and experience will help you to cope with problems.
- **Employ a tutor.** This person can be the father, a university student, or a qualified teacher. Institutions can help with specific subjects, for example Alliance Française for French, and Future Kids for computer literacy.
- **Independent study.** Learners work on their own and ask for help when necessary.
- **Learn by teaching.** The learners teach you or a sibling what they have learnt. The learner will have acquired a deeper knowledge and understanding of the subject.

How you implement this will depend on your unique home schooling situation, in other words, how many children you have and how much time you have available.

Hand-out 25: Home school finishing options

Some curricula suppliers provide the learner with examinations and materials from Grades 1 to 12 and include a school finishing examination, for example:

BRAINLINE
Brainline (registered with Cambridge) offers a South African and international school curriculum on compact disc, from Grade 0-12 which culminates in a National Senior Certificate in South Africa or an international grade 12 issued by Cambridge University.
They offer learners from grade 8 level (14 years plus) the opportunity to study towards obtaining Cambridge qualification.

IF YOU KNOW WHAT COURSE OF STUDY YOUR CHILD WISHES TO PURSUE AT A HIGHER EDUCATION OR FUTHER EDUCATION INSTITUTION CHECK THEIR ENTRANCE REQUIREMENTS AS A GUIDE TO WHICH FINISHING EXAMINATIONS YOU CHOOSE.

THE THEOCENTRIC CHRISTIAN EDUCATION
Provides the option of the
ACE (ACCELERATED CHRISTIAN EDUCATION)
matric or Cambridge O and A levels.
Expertly developed over the past 33 years.
All home educators are linked to Hosts who provide assistance in the various procedures ranging from starting a Home School to academic assistance to graduation.
Hosts also arrange annual scholastic testing.
All students applying for Further Education and Training or University entrance are required to write SAT'S and the results are viewed by the University when applications are made.

The home school learner can also make use of a correspondence college such as Intec or Damelin for Matric material and register as an independent learner at their local Matric examination centre.

These colleges will supply learners with information concerning the examination centres and entry deadlines.

IT IS ALSO POSSIBLE TO STUDY INDEPENDENTLY BEFORE REGISTERING FOR MATRIC. IT IS NOT NECESSARY TO BE REGISTERED WITH A CORRESPONDENCE COLLEGE IN ORDER TO REGISTER FOR THE MATRIC EXAMINATIONS.

5.5   EVALUATION
(Adapted from Allen, Mehal, Palmateer & Sluser 1995:228).

THEME 5: THE HOME SCHOOLING PROGRAMME

Please circle your choice:	**Low**		**Average**		**High**

CONTENT:

		Low		Average		High
1.	How well I understood the information presented …	1	2	3	4	5
2.	To what extent did I agree with the information presented …	1	2	3	4	5
3.	The extent to which I valued the information presented …	1	2	3	4	5

PROCESS:

		Low		Average		High
4.	The degree to which the training met the needs of the group …	1	2	3	4	5
5.	The degree of openness exhibited by the group …	1	2	3	4	5
6.	The degree of spontaneity, humour and energy exhibited by the trainer …	1	2	3	4	5
7.	The degree to which the trainer encouraged group cohesiveness, trust and responsiveness …	1	2	3	4	5

EXPERIENCE:

8. The amount of learning I experienced in this training …	1	2	3	4	5
9. The extent to which I enjoyed this training …	1	2	3	4	5
10. The extent to which this training was relevant to my goals …	1	2	3	4	5

IMPACT:

11.　Please list the experience(s) and/or information that was most significant for you:

……

……

12.　Please list the experience(s) and/or information that was least significant for you:

……

……

13.　How will you apply what you have learned in this training?

……

……

……

OTHER COMMENTS:

....

....

***This theme was based on information obtained from the following references.
Parents can also consult these for additional reading.***

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THEME 6

THE HOME SCHOOLING PARENT

OUTCOMES

Upon completion of this theme you should be able to:

- **Differentiate between the roles you have to fulfill as home schooling parents.**
- **Explain how you take time out for yourself.**
- **Discuss how you can avoid home schooling burn-out.**
- **Describe a typical home schooling day in your family.**
- **Explain how you plan your day.**
- **Indicate disciplinary strategies that you apply in your home schooling.**
- **Identify your parenting style as parent (home schooling parent).**
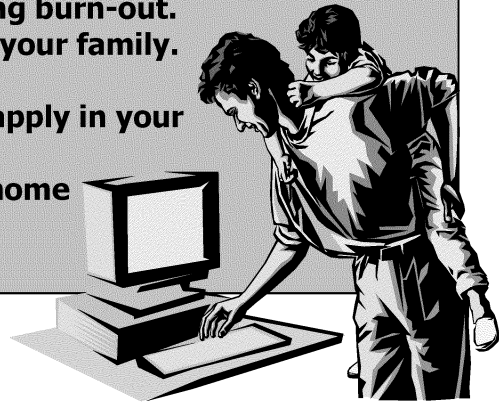
6.1   INTRODUCTION

Home schooling parents are not only parents, but also fulfill various roles in this capacity. They are for example facilitators of learning; they are educators as well as people who learn with their children. This therefore places them in the category of adult learners. Some parents, most often the father, is also a full-time employee.

6.2   PARENTING STYLES

Parents have their own parenting style that is unique to their specific personality characteristics and philosophies on how children should be raised. The three basic parenting styles are the authoritative, the authoritarian and the permissive (see Activity 14 and Hand-out 24). These styles usually include, to a greater or lesser extent, the basic ideas of the parent on discipline, certain expectations and relationship building. This will depend on the type of style.

6.3 PARENTS AS ADULT LEARNERS

Adult learners differ qualitatively from adolescents and children in their abilities to learn and to apply concepts. Home schooling parents become their children's partners in learning and it is important that children perceive their parents not only as people who can supply them with an answer and help them to be successful in their learning, but also as an example of a lifelong learner and co-partner in their education.

Successful parent adult learners can be measured by their willingness and ability to read to their children (Bayley 2001). Parents become learners when they read, research, talk to experts and experienced home schooling parents that can help them to be successful in the home schooling of their children.

6.4 PERSONAL ORGANISATION, MANAGEMENT AND PLANNING

No one ever has enough time, so how do you make the most of what you have and work towards your life goals.

HOME SCHOOLING PARENTS WILL BE SUCCESFUL IN THEIR HOME SCHOOLING IF THEY…

Know **exactly what they want for their children**, if they **plan** their day, if they **set goals (short-term and long-term)**, if they use their **mistakes as stepping stones,** allow **time for themselves,** if they **do not** **follow a "all work and no play" strategy,** and continue to **improvise and adapt** their teaching and learning strategies to suit their children's learning styles.

6.5 HOME SCHOOL BURN-OUT

Burn-out is a disadvantage of home schooling and should be avoided at all costs rather than finding a way out of it. Several reasons can cause burn-out and bad management of home schooling. Allowing children to take up every single moment of your day can lead to burn-out. Teaching the same core information over and over can also cause burn-out. Wanting everything to be perfect and running according to schedule and wanting everybody to be happy all the time is not on. Parents must plan to have time off for themselves.

Activity 14: Parenting styles

Parents will examine the three basic parenting styles and determine if their style is effective in leading their children towards the wanted goals of developing healthy, balanced, responsible and productive citizens.

	Behavioural guidelines	Emotional quality of parent-child relationship	Behaviours encouraged	Levels of parent-child conflict
AUTHORITA-TIVE (being recognised as true and dependable)	Structured and clearly defined but parents will adjust if it seems fitting. Children (especially teenagers) are allowed to voice their views in open discussions. Parents are open to listening. Opportunities for enhancing higher-level thinking.	Characterised by warmth, mutual respect and friendliness. Maintain a sense of closeness even during conflict. The child grows because of the interest of the parent in all aspects of the child's life.	Encourages the child's sense of individuality. Encourages questions, abstract thinking, explanations and tolerance. Enhances the child's individuality and sense of autonomy.	Low level of conflict between parents and children using this approach. Child's capacity for decision-making, basic sense of love and respect. Seek advice of parents rather than rebel. Mutual trust develops out of closeness.
AUTHORITA-RIAN (tyrannical or domineering)	Rigid and highly enforced. Presented in black-and-white manner – no room for discussion. Often employing severe punishments.	Difficult to develop closeness. Does not recognise child's individuality. Children are anxious and depressed.	Constraining behaviour. Control rather than encourage the process of thinking through a problem and making a decision.	Excessive control without real closeness and mutual respect, which causes rebellion. Individualisation is hindered. A lot of conflict between parent and child.
PERMISSIVE (easy-going, non-restrictive, consenting or liberal)	Virtually no guidelines for behaviour. As soon as a child appears to be upset when a guideline is presented the parents give in and allow the child to do what he/she pleases. Parents are often absent and children turn to peer groups.	Parents often see themselves in the role of the child's friend. Some parents are also less involved and the child may appear to have the capacity of an adult to care for her/ himself.	Children are often immature. Display regressive behaviour. Act like adults without adult maturity and responsibility. Whine and cry to get their way.	Low levels of conflict between parents and children especially where parents are virtually absent and not involved. Seem independent but are the least independent of the three types.

Adapted from Frazier (2002).

Daily conversation.

Build relationships.

Set behavioural standards.

Establish consequences for violation of rules and make sure it fits the nature of the infraction.

Show empathy.

Encourage them to express themselves.
Understand their point of view.

Be flexible when the situation calls for it.

Acknowledge and respect individuality especially if it differs from yours.

Practise high-level discussion.

Teach by example. Deal with your child from a position of both love and strength.

In today's society, where there is low tolerance for teenagers, the 10 Golden Rules offer a timely and relevant checklist for students, parents and teachers. Parents need conflict resolution skills, acceptance skills and mentoring.

THE GOLDEN RULE
"Do unto others as you would have others do unto you".

1.	Know yourself
2.	Feed your soul with spiritual practice
3.	Get to know your children
4.	Listen without judgement
5.	Learn conflict resolution
6.	Practise and use mentoring techniques
7.	Make your children your heroes
8.	Build a community of support
9.	Help your children take steps towards their goals
10.	Be a good role model

These rules are in accordance with the authoritative parenting style.

Activity 15: Parents as facilitators of learning

Just like facilitators of learning in school or in any other educational situation, parents who home school their children are expected to develop subject knowledge, communication skills, problem solving and other interpersonal skills together with their children. Parents can rate their degree of success as facilitators by answering the following appraisal inventory.

Attitude	My ability to identify and act on hopes, ideas and beliefs. To act and think positively about oneself and others.	
Creativity	My ability to be imaginative, original, innovative and be able to bring about changes.	
Decision-making skills	My ability to identify and define a problem, to gather information, to make suggestions, and come to a conclusion?	
Writing skills	My ability to communicate thoughts, feelings, knowledge and ideas in a clear and concisely written form.	
Verbal skills	My ability to express thoughts and feelings verbally in group and individual situations.	
Non-verbal skills	My ability to communicate by means of body language without saying a word.	
Discipline and control	My ability to act authoritatively, take control of situations, direct and instruct learners and be a co-worker simultaneously.	
Delegation	My ability to delegate tasks and responsibilities to my children.	
Leadership	My ability to manage, direct and guide others, and be accepted as a leader.	
Planning	My ability to schedule, organise and co-ordinate activities and actions, and manage certain situations and their children.	
Technological competence	My ability to acquire the necessary skills to cope with changes in the technical field.	
Risk taking	The ability to risk change, to be innovative and to challenge previous ideas.	
Presentation skills	My ability to speak in front of large and small groups (for example at a home schooling workshop, group, etc.) and the effective use of media. My ability to present my children with knowledge and make them understand it.	
Stress management	My ability to cope with the stresses and strains.	
Knowledge	My ability to be up to date with the latest developments in the field in which the parents home school.	
Flexibility	My ability to adapt to change, be sensitive to the needs of children and others, and be open to suggestions.	
Facilitation skills	My ability to act as facilitator.	
Team building	My ability to work with other home schoolers, teachers, and co-operate with them.	

Adapted from Kruger (1998:86).

SCALE

Assess yourself on a scale of 1 to 5 as explained below.
Then write the appropriate number to the right of each item.

5   I have exceptional ability in this field to understand and perform to the advantage and benefit of my children, the home school learning domain and myself in general.

4   I have a strong ability in this field to understand and perform to the advantage and benefit of my children, the home school learning domain and myself in general.

3   I have an average ability in this field to understand and perform to the advantage and benefit of my children, the home school learning domain and myself in general.

2   I have a fair ability in this field to understand and perform to the advantage and benefit of my children, the home school learning domain and myself in general. However, my ability is below average. I may need further training in order to cope with my home schooling situation.

1   At the moment I have an ability in this field to understand and perform to the advantage and benefit of my children, the home school learning domain and myself in general. I need further training in order to cope with my home schooling situation.

Add all the numbers and divide by 18 to calculate your average. Use the following scale to assess your performance.

5   Exceptional performance. You're an excellent facilitator!

4   Super performance. Keep up the good work!

3   Good performance. You have the potential to be a superb facilitator. Go for it.

2   Marginal performance. Your heart does not seem to be in your home schooling. You must work harder to improve your performance.

1   Poor performance. If you want to pursue the home schooling profession you will have to undergo major improvements and changes.

Respond to these statements and reflect on your experiences.
Discuss the problems or aspects that lead to, or almost caused
you to burn out and how you handled it.
Parents will share their views among one another in their groups.

➡ **CRY EASILY**

➡ **LACK OF PATIENCE**

➡ **OVEREATING OR NO APPETITE**

➡ **OVERREACTING TO MINOR ISSUES**

> **Feeling drained spiritually, emotionally and
> physically.**

➡ **MAKING IRRATIONAL DECISIONS**

NO CONTROL OVER
- ILLNESS
- CHANGE IN ROUTINE
- NEW BABY
- MOVING
- ADDED RESPONSIBILITY
- NEW JOB
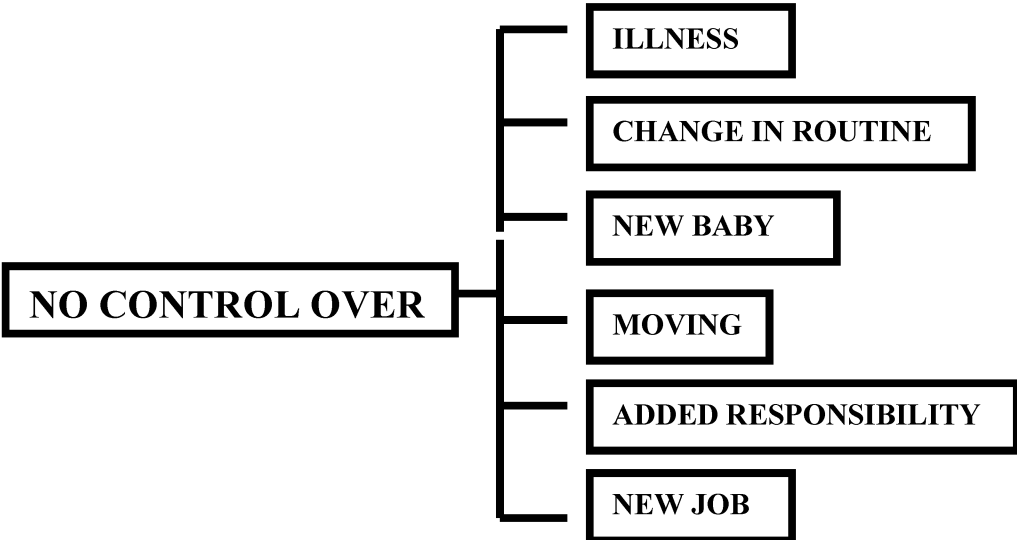
MAKE TIME FOR YOURSELF

**MEDITATE, FRIENDS, READ, EXERCISE
and invest in HOBBIES**

Have fun with your children!

Plan various activities and experiences to prevent repetition in your home schooling!

EDUCATIONAL TV, CLASSES, GAMES, FIELD TRIPS, MOVIES

**KEEP A
SCHEDULE**

WORRY LESS

**LEARN TO
SAY "NO"!**

TAKE A DAY OFF

RAISE INDEPENDENT/RESPONSIBLE LEARNERS

You will reflect on the above and present some of your own ideas.

Activity 16: Home school management

A CASE STUDY

> I have always been interested in time management, but when I had four children in four and a half years, it became more than an interest, it was a matter of **sheer survival.**   I couldn't possibly do everything, so I had to learn to **set priorities, find creative ways to do the necessary things, and put everything else on hold.**
>
> Home schooling moms everywhere face the same challenge – how to juggle home schooling, housework, cooking, mothering, some personal time, and being a good wife all into a twenty-four-hour period? (Not to mention getting a little sleep, as well).
>
> We now have six children (from second grade to teens), and have always home schooled.   This year, we have children in all levels of schooling: from elementary to high school. I have even more reason to exercise creative time-management skills!
>
> **Eaton (1995)**

In view of the above case study review your own home schooling by asking yourself these questions:

Am I overdoing it?
Am I trying to make something simple complicated?
Do I need to find a new method to teach a needed skill?
What can I eliminate in my life right now?
What is essential?
Am I being consistent with the children?
Do I need time to work on their obedience?
Teach them to be more responsible?
Would it be better to postpone certain projects until later? Next month? Next summer or maybe next year?
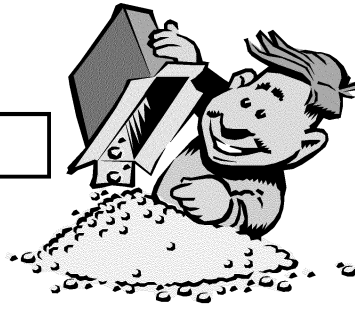
THERE IS A MISCONCEPTION THAT ORGANISATION RESTRICTS FREEDOM AND CREATIVITY

- Write down priorities and goals at the start of a new year.
- Simplify your life and lower your expectations.   Simplify your meals.
- Have a place for all home schooling materials.
- Work on children's attitudes and training. Teach them to do household chores and cooking.
- Don't try to do too much at once. Focus on one thing at a time.   For example, if you are tidying up cupboards, do not try to do them all at once but do one a week.
- Don't nag. Tell your family firmly, politely and quietly what you want done around the house.
- Limit outside commitments. As these upset the routine especially with small children.
- Begin the school year early to allow enough time for breaks or school when needed.
- Watch your attitude. Children follow your example.
- Don't feel guilty because you are not tackling fifty projects like other home schooling moms.
- Keep things simple and give your children time to learn.

GIVE YOURSELF TIME TO ADJUST AND FIND THE BEST PLAN FOR YOUR FAMILY

- Keep school hours if it works for you (for example from 8:30-11:30 a.m.).
- Arrange the physical layout of your home schooling to suit you and your children.

Activity 17: Determine whether you are at risk of burn-out

If you reply "yes" to most of these questions, then you seriously need to re-evaluate your home schooling situation because you are heading for home schooling burn-out. Reflect on your situation in your group and get advice from other parents.

1.   Have you lost your enthusiasm for home schooling?

....

2.   Are you worn out at the end of the day?

....

3.   Do you experience frequent nausea and headaches?

....

4   Have you become cynical and pessimistic?

....

5.   Do you often forget appointments?

....

6.   Do you wake up tired in the mornings?

....

7.   Do you become angry and irritable more often?

....

8.   Are you susceptible to illnesses, for example flu and pain?

....

9.   Do you feel you are at the end of yourself?

....

Activity 18: Time out for parents

This will also give you the opportunity to evaluate your situation and decide whether you are granting yourself the time off to which you are entitled.
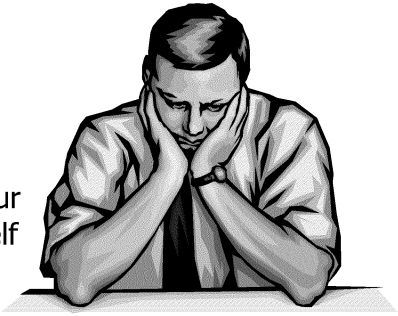
1.   Do you take time out for yourself?

....

....

2.   If yes, how do you take time out for yourself?

....

....

3.   If no, why don't you take time out for yourself?

....

....

4.   Do you have to plan to take time out for yourself?

....

5.   How do you plan to take time out for yourself?

....

....

Activity 19:   A quiz and a commitment for home school fathers and husbands (Adapted from Klicka 2002:210).

Husbands will answer the quiz and wives will indicate whether they agree or disagree. Fathers may complete it at home. This is a personal quiz and will not be discussed in the groups. Single parents (mothers only) do not have to complete the quiz.

1.   Evaluation: Does my life reflect acts of a non-involved home schooling dad/husband or a proactive one?

		Never Visible					Always Visible		Wife's Answer
a.	Am I the spiritual leader of my home?	1	2	3	4	5	6	7	_____
b.	Do I lead in regular family devotions?	1	2	3	4	5	6	7	_____
c.	Do I protect my family and our home school legally and physically?	1	2	3	4	5	6	7	_____
d.	Am I interested in my children's education?	1	2	3	4	5	6	7	_____
e.	Am I the main disciplinarian figure?	1	2	3	4	5	6	7	_____
f.	Do I support my wife to relieve her from the stress in her life?	1	2	3	4	5	6	7	_____
g.	Do I show my wife that I appreciate the sacrifices she is making for our family?	1	2	3	4	5	6	7	_____
h.	Do I tell and show my wife that I love her unconditionally?	1	2	3	4	5	6	7	_____
i.	Do I hug and show my children that I love them?	1	2	3	4	5	6	7	_____

j. Do I take time to guide
    the hearts of my children
    spiritually?   1   2   3   4   5   6   7   _____

2. To check your own objectivity and the accuracy of your observation, ask your wife to
    evaluate your answers.

3. For the wife: As your wife, the most important thing you can do for me as a home
    schooling wife and mother is to…

……..

……..

Hand-out 31: How to handle unforeseen interruptions during home school hours

Interruptions seem to be a major problem during home schooling hours and you may consider the following suggestions. Opportunities will be given in activity 20 to explain how you feel about interruptions.

- **Try to do your home schooling in the mornings so that the afternoons are relatively free to socialise and do extracurricular activities.**

- **Plan, plan, plan and organise, organise and organise a routine and inform all your friends and relatives that you will be home schooling at a certain time and that your children are "in school" and not available.**

- **Telephone calls and unexpected guests can be the biggest problems when it comes to interruptions.**

- **Get an answering service with a message informing the caller of when to call again or to leave a message.**

- **When the children are busy with activities and the mother has a few minutes to spare she can listen to the messages and respond to urgent messages.**

- **Arrange deliveries, doctors, and dentist appointments for the afternoons.**

- **Unnecessary interruptions can disrupt the children's learning and concentration. The parent should thus establish an uninterrupted "routine" to ensure that their children are relaxed and focused for those few hours.**

Activity 20: Reflection on how to deal with interruptions

What type of interruptions do you have to deal with?

....

....

Do interruptions bother you?

....

If your answer is "no" to the above why aren't you bothered by interruptions?

....

Do you have a routine to avoid interruptions? ....

How do you deal with interruptions?

....

....

Do you experience negative and hostile attitudes from friends, relatives, and other people because of your "laid down rules"?

....

....

Is it effective?

....

Are you satisfied with the way you do it?

....

What would you change/do differently?

....

Discussion in groups will follow and parents will share advice and tips on how to handle unforeseen interruptions.

6.6 EVALUATION

THEME 6: THE HOME SCHOOLING PARENT

Please answer the following questions.

If I were running this programme...	**What I liked best ...**
A problem I had which was solved...	**I did not like...**

<div style="border: 2px solid black; padding: 10px;">

I would like to know more about.

</div>

<div style="border: 2px solid black; padding: 10px;">

ANY COMMENTS?

</div>

This theme was based on information obtained from the following references.
Parents can also consult these for additional reading.

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THEME 7

CRITICAL AND CREATIVE THINKING SKILLS

OUTCOMES

Upon completion of this theme you must be able to:

- Explain elements of critical and creative thinking skills.
- Discuss how you can stimulate children to suggest new, innovative and creative ideas.
- Describe how you can continuously develop your children's higher order thinking skills.
- Demonstrate the steps needed in the creative problem-solving process.
- Explain the metacognitive and cognitive development processes.

"An idea is a new combination of old elements. There is nothing new under the sun. There are only new combinations" (Gordon Dryden, Out of the Red).

7.1 INTRODUCTION

It was once believed that people are born either with or without creative and critical abilities. Research, however, has shown that these skills can be taught and learned.

Thinking skills are higher-order thinking and are considered as very important for people to cope with in today's information age and rapidly changing world. Teaching children to become effective thinkers is increasingly recognised as one of the most important goals to achieve in their education. If learners are to function successfully in a highly technical society, they must be equipped with lifelong learning and thinking skills necessary to acquire and process information in an ever-changing world (Cotton 2001).

THINKING SKILLS ** CRITICAL THINKING
CREATIVE THINKING **HIGHER ORDER THINKING

7.2 LATERAL THINKING

"You cannot dig a hole in a different place by digging the same hole deeper"

If we want to be more creative, we have to develop some specific thinking techniques.

In 1967, Edward de Bono invented the term 'lateral thinking' which is now officially part of the English language, with an entry and attribution in the Oxford English Dictionary.

Any person who has to do some thinking needs to acquire some skill in lateral thinking. It is not something that is restricted to architects, advertisers, new-product designers and inventors. All thinking is a combination of perception and logic. Lateral thinking is essential in perceptual thinking.

Humour is an excellent model of lateral thinking. As we listen to a joke our thinking travels along the main track. Suddenly the punch line takes us to the sidetrack. Once there we can see the 'logic' of the connection.

De Bono is of the opinion that we try to do too much when we think.

Doing many different things simultaneously time is always difficult and confusing.
In our thinking we often try to do too much at the same time:
- We look at the facts of the matter.
- We try to build a logical argument.
- Our emotions enter into the picture.
- We may try to put in a new idea.
- We try to see whether our idea will work.
De Bono suggests that we separate our different thinking processes by pretending to put on **different coloured hats**.
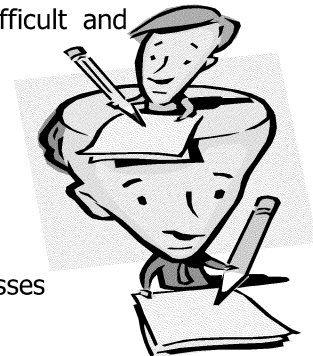
7.3 THE SIX THINKING HATS

The six thinking hats is a method for doing one type of thinking at a time. We 'wear' only one hat at a time. There are six coloured hats and each colour represents a type of thinking.

The colours are treated separately so that we can make a good job of each colour. Then the colours come together to give us full-colour thinking.

7.3.1 Why hats?

We often say 'Put on your thinking cap'. There is a traditional association between caps/hats and thinking. Hats often define a role we play at a given moment: a baseball cap, a soldier's helmet, a nurse's cap, etc. It is wrong to label people (she is a green-hat thinker or he is a black-hat thinker). The hats are there to encourage people to use all types of thinking.

The six hats method is an attention-directing tool, because it directs our attention towards certain aspects and towards a certain type of thinking, e.g. the red hat allows us to pay attention to our feelings.

7.4   THE SPLIT-BRAIN THEORY

In 1981, Sperry and Ornstein received the Nobel Prize for their split-brain theory. This theory proved that a person's physical and intellectual capacity, problem-solving ability, personality, and attitude towards others are strongly influenced by the fact that one part of the brain gets used more often than the other (see hand-out).

WHITE HAT	Focuses on available information. Facts, figures and getting the information we need. Reading and gaining knowledge. Ask questions and listen. Missing information. Try to find the gaps. What information do we have? What information do we need?
RED HAT	Emotions, feelings, hunches and intuition. What do I feel about this matter right now?
BLACK HAT	Caution, truth, judgement, fitting the facts. Prevents mistakes and errors. Is it true? Will it work? Is it safe? Can it be done?
YELLOW HAT	Sunshine, full of hope and optimism. It is a logical hat. A reason must be given. Advantages, benefits, savings. Why it can be done? There may be cost savings. Where are the benefits? Why is it a good thing to do?
GREEN HAT	Creativity/constructive thinking. Think of grass, trees, vegetation and growth, fertility. Full of energy and thinking in any direction. Emphasis on "newness"; new ideas, exploration, proposals and suggestions, solutions and inventions.
BLUE HAT	Think of blue skies above everything. You are looking down and thinking. Thinking about thinking. Where are we now? What is the next step? Programme for thinking. Sequence of thinking steps. Blue hat thinker may suggest the use of another hat. Over-use. Too many blue hat comments can be irritating. Occasional use is more effective.

Activity 21: Put on your thinking hat!

1.   For a parent about to start with home schooling, what aspects would be covered by white-hat thinking and what aspects would be covered by red-hat thinking?

WHITE-HAT THINKING	RED-HAT THINKING
---	---
---	---
---	---
---	---
---	---

2.   Put on your red hat and list five things you really like and five things you really dislike about home schooling.

THINGS YOU REALLY LIKE	THINGS YOU DISLIKE
1. ……………………………………………	1. ……………………………………………
2. ……………………………………………	2. ……………………………………………
3. ……………………………………………	3. ……………………………………………
4. ……………………………………………	4. ……………………………………………
5. ……………………………………………	5. ……………………………………………

3.   You are selling educational toys but you cannot get anyone to deliver them. Put on your green hat and make some suggestions.

....

....

....

4.   One of the home schooling associations sets a competition to find a name for a brand-new innovative home schooling curriculum. This is part of a stunt to promote this new curriculum.
Put on your blue hat first to see how you would set about thinking up a name for this new hat. Then try some green-hat thinking to make suggestions on how and where you will promote this new curriculum.

....

....

....

....
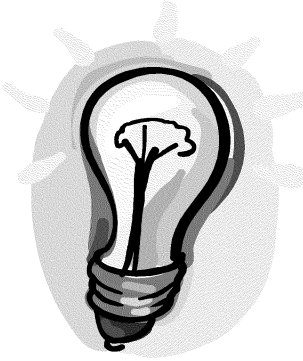
5.   If you never read newspapers and never listened to television news, what would happen? Do some yellow-hat and some black-hat thinking on this.

....

....

....

6.   Do some yellow-hat thinking on the use of the black hat.

....

Hand-out 33: Main components of critical and creative thinking

CRITICAL THINKING →	THINKING SKILLS	← CREATIVE THINKING
Application of higher order cognitive abilities	**PROBLEM SOLVING**	Invent something new/unusual/ innovative
Take a hard look at things to see what they really mean	DECISION MAKING	Think up something from scratch
Analyse something		Put things together in a new and imaginative way
Application of knowledge in various ways		It is like thinking "outside a box" (see nine dot activity)
Recall, remember and understand facts		Calls for taking risks and stepping past what we know

THE MORE FLEXIBLE AND EFFICIENT YOUR THINKING, THE MORE EFFECTIVE YOU WILL BE IN LIFE.
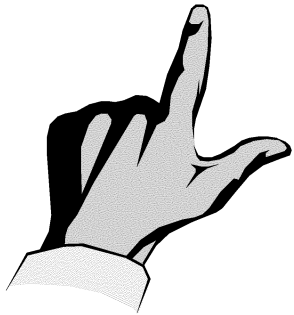
Reflect and discuss the following critical thinking concepts in groups.

1. **What is the meaning of these concepts?**
2. **How can you apply them practically in your home schooling situation?**

Look for connections between subjects

Question anything that does not make sense

Break issues down and separate fact from opinion (analyse)

Be open-minded about new ideas

Ask questions

Intellectually independent

Overcome con-fusion

Know the need for more information

Analyse, understand concepts, information and behaviour

Base judgement on evidence

Try to avoid common mistakes in reasoning

Try to separate emotional from logical thinking

Be honest with themselves
Overcome confusion

Making decisions in life is part of problem-solving. We need to make decisions
every day and going about it the right way can only make life easier.

THE MOST COMPLEX FORM OF LEARNING

RECOGNISE THE PROBLEM
(something is wrong, needs to change)

↓

DESCRIBE AND DEFINE THE PROBLEM
(what, where, when, why and how?)

↓

GENERATE IDEAS
(brainstorm, withhold judgements)

↓

MAKE A DECISION
(list criteria, analyse factors, choose alternatives)

↓

IMPLEMENT THE DECISION
(implement action plan, evaluate success, anticipate new problems)

↓

EVALUATION
(debrief and assess, success, redefine problem, generate new
ideas, identify new problems)
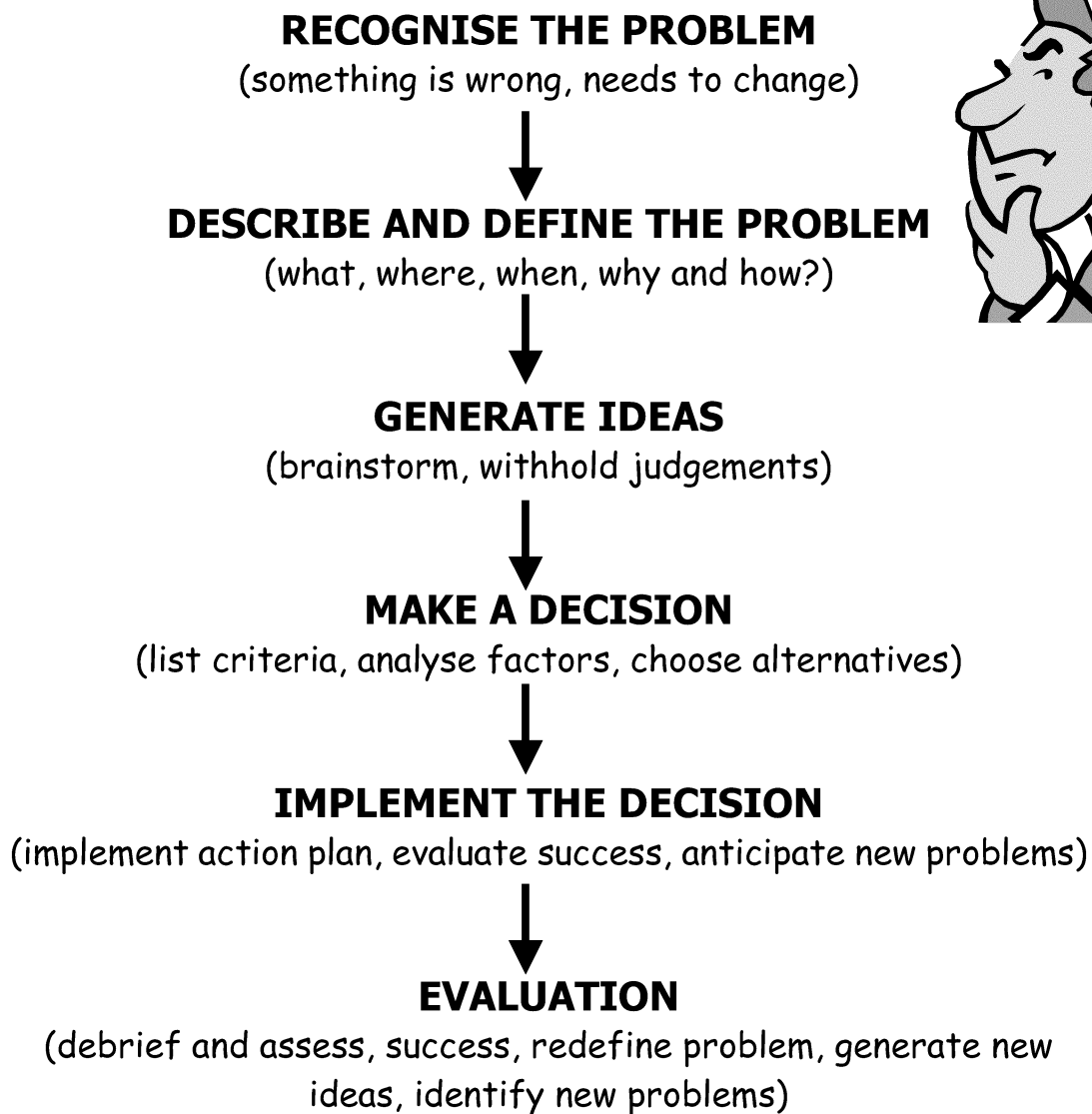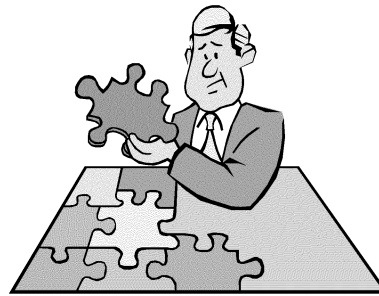
Remember to see things in a different way "outside the box".

Nine-dot exercise

Connect the nine dots in the exercise.
Draw four straight lines crossing each dot only once.
Do not lift your pencil until you've crossed all the dots.

```
■        ■        ■


■        ■        ■


■        ■        ■
```
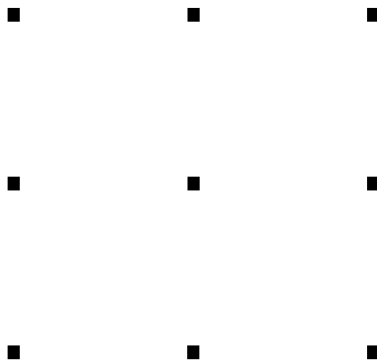
How did you do?
Did you try to solve the problem using a box-type pattern?
Did you see the box?
Remember it is about seeing something in a new way and thinking outside the box?
What did you do first?

AS HOME SCHOOLING PARENTS YOU HAVE EXPERIENCED SOME PROBLEMS WITH REGARD TO YOUR HOME SCHOOLING

Name a problem you've experienced since you've started home schooling/before you started.

This can also be a decision that you had to make about something.

If you do not have any problems "create" one related to home schooling.

Explain how you will attempt to solve this problem by applying the six creative problem-solving steps.

Creative problem-solving is a valuable life skill that children must be taught at home
Children need to be given the opportunity to practise their decision-making and problem-solving skills

DO NOT ALWAYS LOOK FOR THE RIGHT ANSWER ↓ **There can be many answers**
BREAK THE RULES (OF THINKING) SOMETIMES ↓ **New breakthroughs, because the rules weren't always followed.**
BE IMPRACTICAL ↓ **If we are all practical, we always see things the same way Step out of what is usual or safe.**
BE PLAYFUL ↓ **Creativity is a fun process. Let go and step outside the box.**
BE A LITTLE FOOLISH ↓ **It's OK. Part of freeing your mind is to think new thoughts.**
CONSIDER YOURSELF TO BE CREATIVE ↓ **Never say I cannot ALWAYS TRY!**
ALLOW YOURSELF TO FAIL ↓ **You get better with practice.**
DO NOT ALWAYS BE LOGICAL ↓ **Look at something differently to create a better way.**

Adapted from Ruggiero (1993).

Activity 24: Apply creative thinking skills

AN INVENTION IS A DISCOVERY OR FINDING OR A PRODUCT OF THE IMAGINATION.
Invention is "creative".

CREATE AN INVENTION AS A TEAM

- You will have 15-20 minutes to break into your groups.
- As a team brainstorm what you want to invent.
- Draw your invention on chart paper or poster board.
- Present it to the class.
- Answer the following questions about your creation:

    ✓ What is the name/title of your invention?

    ....

    ✓ How did you come up with the invention?

    ....

    ....

    ✓ Who would want this invention?

    ....

    ✓ For what or as what can it be used?

    ....

    ✓ What was it like to use your creative skills as a group?

    ....

   This is a skill that you can help your children develop by applying the same techniques in your home schooling.

There are no right-brain only or left-brain only person. Persons who have preferences for generating ideas, to focus overall, do not like things to be structured, live in a world where they do have to comply with certain requirements.

They can choose to:
- Develop certain skills (it is possible)
- Realise that the world is whole-brain-orientated and in order to be successful a person must understand and handle what other people want (their preferences). They are not wrong because they differ from another person.

LEFT BRAIN

- **NUMBERS**
  maths
- **LOGIC**
  thought
- **VERBAL**
  reasoning
- **ANALYSIS**
  systems
- **LISTS**
  sequence

RIGHT BRAIN

- **RHYTHM**
  music, season
- **IMAGINATION**
  Image
- **SPACE**
  Movement, sculpture
- **DIMENSION**
- **COLOUR**
  vibrant, spectrum
- **DAY-DREAMING**
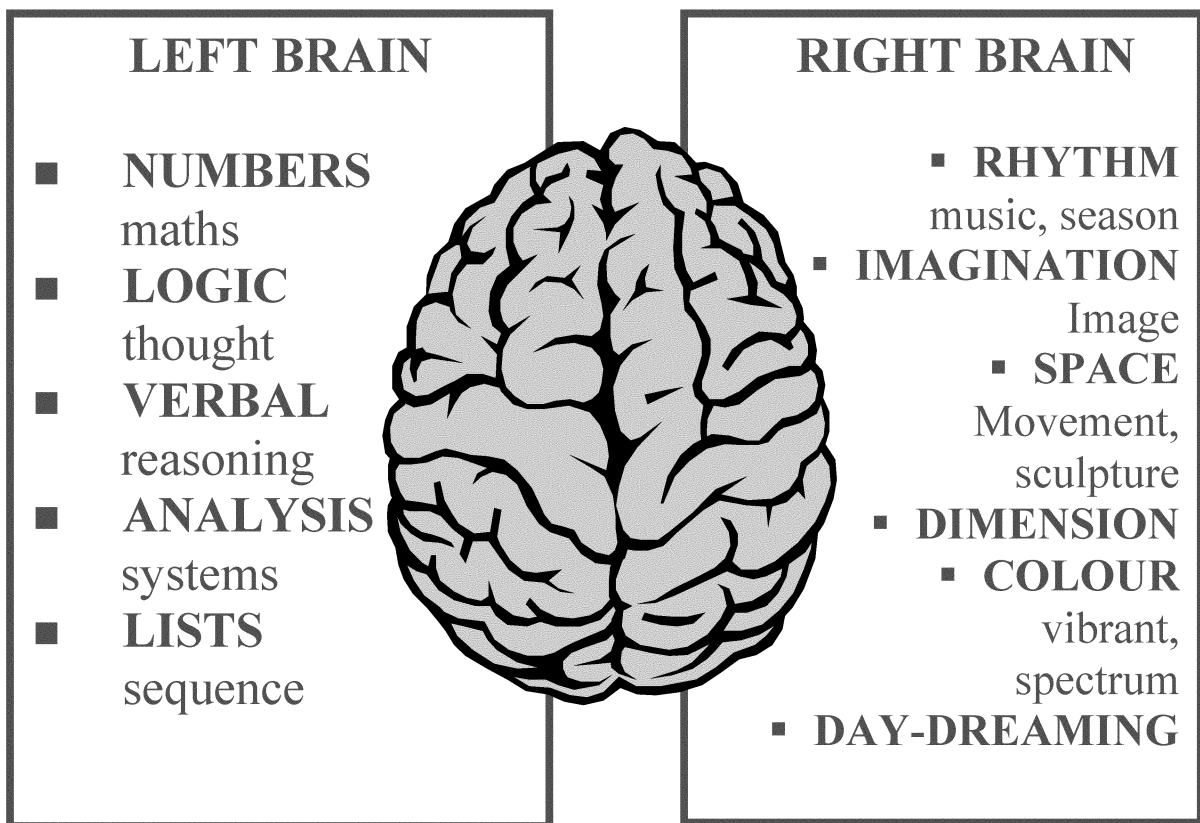
THE COMPLETE CREATIVE ABILITY OF THE BRAIN IS UTILISED WHEN BOTH PARTS WORK TOGETHER TO ACHIEVE A GOAL/OBJECTIVE.

METACOGNITION

This refers to thinking about one's own thinking. Knowing the way our own mind works.
Being aware of one's thinking as one performs specific tasks and then using this awareness to control what one is doing.

Metacognitve skills cover:
- Perceptions influenced by our own interests
- How to observe and listen
- How to store in long-term memory
- How to recall effectively
- The preferred learning style
- The unique way of studying on your own
- Your own set of values
- The way to balance thinking, to come to sound decisions
- How to "day-dream" as an effective means to planning
- How to think, to encourage innovation and originality
- To know your own emotions and to empathise with others
- How to cram information in order to gain a lot in short-term memory

COGNITION

- Mental operations involved in thinking
- The biological/neurological processes of the brain that facilitate thought
- It is the ability to apply concepts into new situations.
- The analysis of existing resources
- The development of a personal values system from which actions originate

7.5 EVALUATION
(Adapted from Allen, Mehal, Palmateer & Sluser 1995:229)

THEME 7: CRITICAL AND CREATIVE THINKING SKILLS

Please circle your choice: **Low**   **Average**   **High**

CONTENT:

1.   How well I understood the   1   2   3   4   5
      information presented …

2.   To what extent did I agree with
      the information presented …   1   2   3   4   5

3.   The extent to which I valued the
      information presented …   1   2   3   4   5

PROCESS:

4.   The degree to which the training met
      the needs of the attendants …   1   2   3   4   5

5.   The degree of openness exhibited
      by those attending …   1   2   3   4   5

6.   The degree of spontaneity, humour
      and energy exhibited by the
      programme facilitator …   1   2   3   4   5

7.   The degree to which the programme
      facilitator encouraged group cohesiveness,
      trust and responsiveness …   1   2   3   4   5

EXPERIENCE:

8.   The amount of learning I experienced
in this training programme ...   1   2   3   4   5

9.   The extent to which I enjoyed this
training ...   1   2   3   4   5

10.   The extent to which this training
was relevant to my goals ...   1   2   3   4   5

IMPACT:

11.   Please list the experience(s) and/or information that was most significant
for you:

....

....

12.   Please list the experience(s) and/or information that was the least
significant for you:

....

....

13.   How will you apply what you have learned in this training?

....

....

....

OTHER COMMENTS:

………

This theme was based on information obtained from the following references. Parents can also consult these for additional reading.

7.6   REFERENCES

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THEME 8

TEACHING AND LEARNING STRATEGIES

8.1 INTRODUCTION

The way students learn and the learning styles they adopt are elements of the teaching and learning process which parents need to consider. Parents who struggle to get their home schooling running smoothly should use their knowledge of learning styles to reflect upon how they are presenting the learning material.

Adults are flexible and can adapt to a variety of presentation styles despite their inherent learning preferences.

Adaptability in home schooling teaching styles is very important no matter what style parents choose. To stick to a method when it is not working for either parent or child can cause boredom, a lack of motivation, stress, frustration and rebellion.   All parents ultimately discover that the way they might enjoy teaching is not necessarily the way their child learns best and the wise parent will change the method of teaching (Meyer 2003).

8.2 TEACHING STRATEGY

A teaching strategy is a technique which is applied when the parent presents the learning content. It usually includes the methods, procedures, academic and non-academic activities, techniques and the media/resources the parent uses to help learners understand the learning content. It also involves the learners to participate actively in the learning activities.

In home schooling it is the parents' responsibility to decide on an appropriate strategy for their unique situation. A self-guided curriculum requires a certain amount of teaching and learning facilitation from the parent. A young child, for example, cannot be left entirely on his/her own with a textbook. The implementation of the home school programme depends on the teaching and learning resources used and these are usually selected in accordance with parental preference, philosophy and knowledge.

Activity 25: Reflecting on learning experiences

Think about a positive learning experience you had as a learner.

....

....

Think about a negative learning experience you had as a learner.

....

....

Being a home schooling parent (and reflecting on the negative experience you had) what would you ascribe that negative experience to?

....

....

Based on these experiences, how would you create a positive learning environment?

....

....

....

You will reflect in your groups on how you create a positive learning environment in your home. Read through this list of ideas and add your own ideas.

THE IDEAL PLACE?

- A quiet well-lit, ventilated and clear space in which to work is important.
- Warm in winter and cool in summer.
- Comfortable and safe.
- Music (without words) for background is optional but the right music is conducive to learning, relaxes and helps children to use both sides of the brain.
- The work area doesn't have to be separate from the living area.
- Home schooling happens around the dining room table, in lounges with world maps, charts and science projects lying about.
- In a separate "school" room where everything is contained.
- Floor space for younger children provides a place for them to play with their school-time toys and they do not feel removed from the mother.
- For reading time cuddle up on the couch.
- For sit down work (Mathematics, Language) in the schoolroom.
- Art and craft type activities outside.
- The kitchen is the ideal maths and science lab.

- What you can include in your education area.
- ✓ Plenty of shelves work well for organising home schooling supplies and educational toys.
- ✓ Pens, pencils, erasers, paper, markers, calculator, world globe, and computer.
- ✓ Boxes and drawers.
- ✓ Subject books, encyclopedias, and resource books.
- ✓ Section for library books.
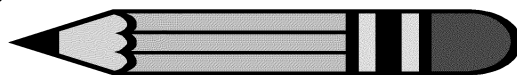
Hand-out 39: Learner's learning activities

Parents will reflect on these activities in their groups and add additional activities not on the list.

ACADEMIC ACTIVITIES

PROJECTS

DRAMATISATION

EXPERIMENTATION

GROUP WORK

ROLE-PLAY

FIELD EXPEDITION

WRITTEN PROJECTS

ORAL PRESENTATIONS

GAMES AND SIMULATIONS

NON-ACADEMIC ACTIVITIES

LOCAL COMMUNITY

SPORTS EVENTS

CULTURAL ACTIVITIES

CHURCH AND YOUTH CLUB

DANCE

ART

MUSIC
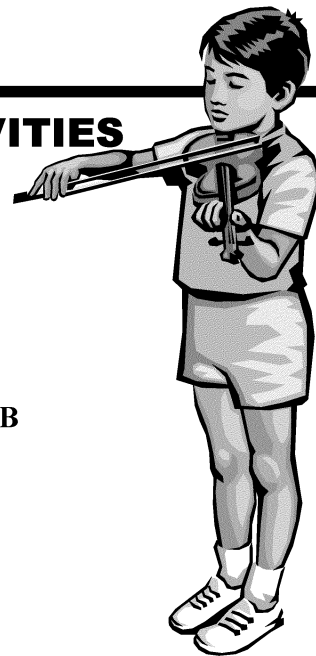
Hand-out 40: Teaching media
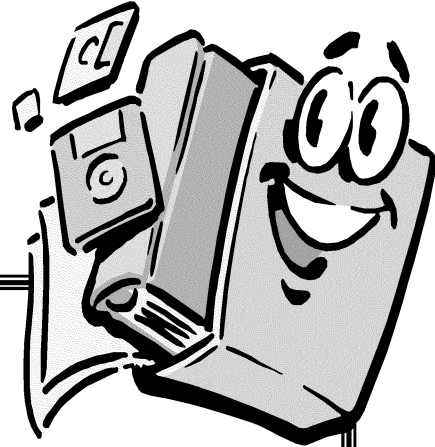
Teaching media enhances the learner's understanding of the content.

Helps the parent to involve the learner's senses, such as sight, smell and touch.

The parent should select media that will facilitate meaningful understanding of the content and the achievement of the outcomes.

Parents should spend some time putting on puppet shows, doing science experiments.
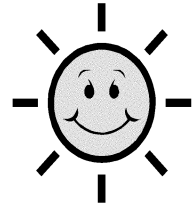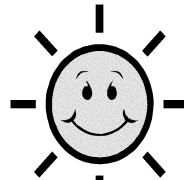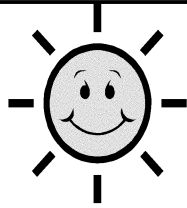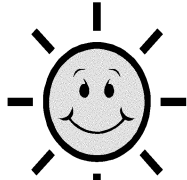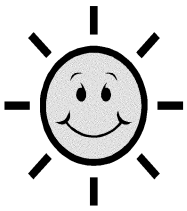
HUMOUR

Be able to laugh at yourself
Nobody is perfect and if children see you are growing,
changing and learning with them, a lot of respect will flow
both ways.

Finding humour in something is a great
memory tool.
Shared laughter brings you close together.

How do you include humour in your
home schooling?

How do you teach all (all the ages) your
children at once?

Group activities (co-operative learning) are an important part of
learning
Co-operative and participative learning also occur with other home
schooling children when they visit museums and universities where
they attend lectures and participate in activities such as the
dissecting of an animal's heart.
Unit studies works well with children of all ages in the same family.
The parent uses a variety of techniques. Learners are not competing
with each other for success but work together and on their own to
attain the intended outcomes.

NO MATTER WHAT HOME SCHOOLING PROGRAMME AND/OR TEACHING AND LEARNING APPROACH THE PARENT USES IT IS IMPORTANT TO BEAR THE FOLLOWING IN MIND:

- The main focus should always be on **LEARNING** rather than teaching.
- Learners/children cannot learn if they do not think.
- Their thinking is facilitated and stimulated by the media, resources, activities that parents use to engage learners with the content.
- Subjects do not exist in isolation and all subjects should be integrated and learners assisted with making links to other subjects.
- PARENTS MUST HELP THEIR CHILDREN TO LEARN!

Doing a lot of *reading, writing and talking* (discussing) will naturally teach vocabulary, grammar, styles of writing, spelling and punctuation.
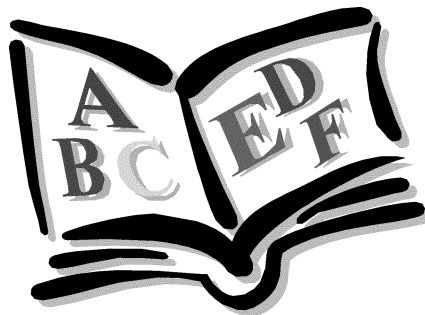
Activity 26: Reflecting on your home school strategies

1.   Are you satisfied with your teaching strategies?

   ....

2.   If you answered "no", what is the reason?

   ....

   ....

3.   What would you like to change?

   ....

   ....

4.   Do you include activities? If yes, what kind of activities?

   ....

Any further comments about your preferences in the type of curriculum you would like to use; also mention thoughts, feelings and ideas about the resources, learning activities and/or specific subjects you would like to incorporate in your home school programme.

....

....

....

....

....

....

8.3   EVALUATION

THEME 8: TEACHING AND LEARNING STRATEGIES

1.   One thing that particularly interested me in this theme was...

2. One thing that I would like to learn more about in this theme ...	3. If you were running this programme today, what do you think you could have done better today?

4. How do you think you can apply or use what you have learned in this lesson?	5. ANY OTHER COMMENTS?

8.4   PROGRAMME EVALUATION

1.   Your overall impression of the programme?

....

....

2.   Name one or more things that you particularly liked?

....

....

3.   Name one or more things that you particularly disliked?

....

....

4.   In what specific areas do you feel you will be able to cope better with your home schooling situation as a result of the skills and knowledge you gained during the programme?

....

....

....

5.   What do you regard as unnecessary items in the programme?

....

....

....

6.   What would you like to add to the programme?

....

....

7.   How actively did you participate in the group activities?

....

....

8.   Did you find the information contained in the hand-outs adequate?

....

....

9.   How effective was the facilitator of the programme?

....

....

10.   Any other comments.

....

....

This theme was based on information obtained from the following references and parents can also consult these for additional reading.

8.5   REFERENCES

ERO (EDUCATION REVIEW OFFICE). 1998. The quality of homeschooling <http://www.ero.govt.nz.Publications/Homeschool.homesch-2.htm. Retrieved on 18 October 2004.

MEYER, J. 2003. Homeschooling teaching styles <http://www.waldorfresources.net/~dnhc/styles.htm> Retrieved on 4 January 2004

THANK YOU FOR YOUR PARTICIPATION IN THIS PROGRAMME!

CHECKLIST FOR THE PROGRAMME FACILITATOR

PRESENTATION

- Did I make the outcomes known at the start?
- Did I secure the attention and interest of those attending the programme?
- Did I express ideas clearly?
- Did I motivate those attending?
- Did I encourage participation?
- Did I use understandable language?
- Did I use good questioning techniques?
- Did I make the best use of the available time?
- Did I use a variety of teaching methods?

MATERIAL

- Were the materials appropriate for those attending?
- Was it well organised?
- Did I explain and emphasise the important points?
- Were the hand-outs adequate?
- Were the activities relevant?

FACILITIES

- Was the physical environment satisfactory?
- Was the set-up of the room conducive to learning?

POST-TRAINING PROGRAMME

- Were the outcomes achieved? To what degree? If not, why?
- Were the learner's outcomes achieved?
- Which methods were not successful? Why?
- What improvements can be made in the material?