

**A CASE STUDY: FACTORS FOR CHOOSING, REMAINING AND SELECTION OF
CURRICULUM OPTIONS BETWEEN HOMESCHOOLING FAMILIES OF TWO
DIFFERENT GEOGRAPHICAL REGIONS IN PUERTO RICO**

By

Crystal Cotto Ramírez

Doctoral Dissertation submitted to the Doctoral Program in Education, San Germán Campus of
the Inter American University of Puerto Rico in partial fulfillment of the requirements for the
Doctoral Degree of Education with a mayor contribution in Curriculum Development and
Instruction

December, 2021

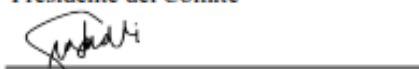
**A CASE STUDY: FACTORS FOR CHOOSING, REMAINING AND SELECTION OF
CURRICULUM OPTIONS BETWEEN HOMESCHOOLING FAMILIES OF TWO DIFFERENT
GEOGRAPHICAL REGIONS IN PUERTO RICO**

Nosotros, los miembros del Comité de Disertación Doctoral y del Comité de Defensa de la estudiante Crystal Cotto Ramírez, certificamos que la investigación sometida por ésta cumple con los requisitos para las disertaciones doctorales establecidos por el Programa Doctoral en Educación del Recinto de San Germán, de la Universidad Interamericana de Puerto Rico y, para que así conste, firmamos, certificando la aprobación de la misma.

Aprobada: 5 de mayo de 2022
Fecha



Dr. Alex Xavier Caride González
Presidente del Comité



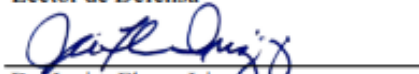
Dra. Monique Guidicelli Resto
Miembro del Comité



Dr. Victor Sepúlveda Negrón,
Miembro del Comité



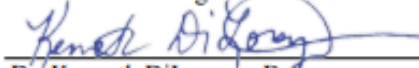
Dr. Orlando Cruz Capella
Lector de Defensa



Dr. Javier Flores Irizarry
Lector de Defensa



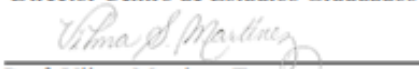
Dra. Mary Luz Martínez Aldebol
Coordinadora Programa Doctoral en Educación



Dr. Kenneth DiLorenzo Baker
Director Departamento Ciencias Sociales, Educación
y Humanidades



Dr. Carlos Irizarry Guzmán
Director Centro de Estudios Graduados



Prof. Vilma Martínez Toro
Decana de Asuntos Académicos

19 de mayo de 2022
Fecha

19 de mayo de 2022
Fecha

19 de mayo de 2022
Fecha

19 de mayo de 2022
Fecha

Certification of Authorship

I, Crystal Cotto Ramírez, certify that the doctoral dissertation titled **A CASE STUDY: FACTORS FOR CHOOSING, REMAINING AND SELECTION OF CURRICULUM OPTIONS BETWEEN HOMESCHOOLING FAMILIES OF TWO DIFFERENT GEOGRAPHICAL REGIONS IN PUERTO RICO**, which I present as a requirement to opt for the Degree in Curriculum and Teaching in the Doctoral Program in Education of the San Germán Campus of the Inter-American University of Puerto Rico, is the product of my investigative work. Likewise, I confirm that this work is original and unpublished.

Crystal Cotto

Preface

Dedication

I dedicate this work to many people who have a very significant value in my life. First, I dedicate it to my children Abisaí, Kristal del Mar and E.J. They witnessed every single tear of happiness and sadness during this long journey. Thank you Abisaí, for your patience and understanding. Thank you so much, for helping me with your sister and baby brother and for every morning hug. Kristal del Mar, thank you for every single “I love you” note you would place into my hands. Thank you E.J., for being our entertainment during this quarantine due to the Pandemic, your wonderful big eyes and smile say so much, and your laughter fills the house with joy. In each one of you I found the daily strength to complete my degree, our degree. I also dedicate this work to some men of great influence in my life; my brother Samuel Cotto Ramírez and my uncles Tato Rico, Raymond Ramírez and Chayanne. Each of them taught me the meaning of never giving up no matter the circumstances and the definition of “*humildad*”. Each one of them impacted my life making me the person I am today. I am very grateful to have each one of you in my life!

I also want to dedicate this work to every single homeschool parent there is in Puerto Rico and around the world. I honor and admire every single father and mother that made the decision to take responsibility for the education of your children in their hands. Living this lifestyle, is one of many sacrifices and challenges but also a very satisfying one. Thank you so much for teaching the world that there are other educational options out there for our children and society. Thank you for sharing your stories of this wonderful journey and lifestyle. Thank you!

Thanks

I want to thank a very important person in my life. A man that showed me to “hit pause” and enjoy the simplest things in life. A man that taught me how to reach goals without leaving any one behind. A man that “hit pause” on his life and goals to allow me to complete mine. I want to thank Carlos Torres, my wonderful and amazing husband. Thank you so much for being here, for me and the family: 100%. Without your support, I would have not been able to complete this degree.

I also want to thank my mother Amparo Ramírez, for encouraging me to never give up and for setting an example of achieving goals even when the circumstances around were not the best. Other very influential females played a very important role of motivation during this process, these are, Titi Dulie, Saraí, Mamá Celita, Dra. Grelliane Barreto, Agleris, Nereida “Maggie” and Professor Marrero. Each of you, one way or the other inspired my life and were part of this journey. I will forever be very grateful for your support and words of encouragement during this process.

Recognitions

I acknowledged the commitment of the ten (10) participants that formed part of this research, their contribution as a homeschool family was the fundamental piece in this investigation. In addition to the homeschool participants, I appreciate the support of Sara Ramos, president of the homeschooling support group WEAVER, and Glorie Acevedo, president of the homeschool support group *“Rayitos del Saber”*.

I acknowledge the work of my dissertation committee, of which I am very grateful, composed of: Dr. Alex X. Caride González, president, Dr. Victor Sepúlveda Negrón, member, Dr. Monique Guidicelli Resto, member, Dr. Orlando Cruz Capella, reader and Dr. Javier Flores Irizarry, reader.

I also acknowledge the work of Dr. Raúl E. Acevedo and Dr. Aurora Graniela Rodríguez. Likewise, I thank the Inter-American University of Puerto Rico, San Germán Campus, for allowing me to carry out this research.

Summary

The aim of this investigation was to identify the factors parents take into consideration when choosing to homeschool, to identify the factors parents take into consideration to remain in such practice, and finally, to explore the selection of curriculum options between homeschooling families of two different geographical regions in Puerto Rico. The theoretical framework for this qualitative study was based on the following three (3) theories: Glasser's Choice Theory, Joyce Epstein's *Model of Parental Involvement and* John Holts educational philosophy on *Abolishing Compulsory School* and creating *De-schooled society*. This non-experimental qualitative study employed descriptive research, primarily: case studies. The participants for this study consisted of ten (10) homeschool families. These ten (10) families were divided in two (2) groups: five (5) homeschool families belonged to the homeschool support group WEAVERS "del Oeste" from the municipality of "Mayaguez" (in the western part of the island of Puerto Rico) and five (5) homeschool families belonged to the homeschool support group "Rayitos del Saber", from the municipality of "Trujillo Alto", (in the Metropolitan Area of Puerto Rico). Both homeschool support groups belong to the Caribbean Center of Home Education Resources, also known as TCHERs' organization. The data was collected through interviews composed of eight (8) open questions, developed by the researcher. The instrument was validated by three (3) experts. To analyze the collected data, the description, analysis and interpretation, Wolcott (1994) model was used. As part of the research results, the participants from both regions; "Mayaguez and Trujillo Alto", expressed these were the following reasons that led them to choose homeschooling as an educational alternative: negative perception of school environment, negative perception of school non-conformity of teaching quality, full parenting responsibility, and child's health condition. Second, the participants from both regions; "Mayaguez and Trujillo Alto", expressed these were the reasons that led them to remain in homeschooling: high academic and social development, reinforce child's learning style, enjoyable lifestyle, convenience of comfort and flexibility, increase in extracurricular activities and meets child's individual needs. Third, the participants from both regions; "Mayaguez and Trujillo Alto", expressed the following based on homeschool curricular options: Khan Academy curriculum blend along with the textbook "Santillana". Finally, there were differences in the reasons to choose, remain and the selection of curricular options of homeschooling between both geographical regions. After concluding the investigation, the following recommendations for this study were: to develop research on other homeschool support groups that exist in Puerto Rico, develop research on the experiences of the children of the interviewed parents of this research, search for homeschooler results on College Board Examination to compare them with students from the traditional educational setting, and present the findings of this research to the Department of Education.

Table of Contents

Chapter I. Introduction: Statement of the research problem 1

Background of the study	4
Historical Background of the study	10
Home School beginnings in Puerto Rico	10
Home School laws in Puerto Rico	11
Project of the Senate 793	12
Homeschoolers Opposition on Project of the Senate 793	13
Research problem	14
Delimitations	15
Purpose of the study	15
Main research question	16
Sub questions	16
Justification	16
Convenience	17
Social relevance	18
Practical implications	18
Theoretical value	19
Methodological utility	19
Research objectives	20
Theoretical framework	20
Glasser's Choice Theory	20
Joyce Epstein's Model of Parental Involvement	23
John Holts Idea Abolishing Compulsory School	25
Theoretical framework synthesis	28
Conceptual and operational definitions	30
Terms of Study	31

Chapter II. Literature Review 32

Origins of mandated education	33
Movement of homeschooling in United States	34
Pioneers in the homeschool movement	37
Home education laws in global terms	38
Home education laws in Puerto Rico	39
Definition of home education	40
Reasons to choose home education around the world	41
Reasons parents choose home education in United States	47
Reasons to choose home education in Puerto Rico	58
Reasons to remain in home education	60
Benefits of home education	63
Disadvantages of home education	65
Curricular material used among homeschoolers	68
Teaching methods among homeschoolers	73

Homeschool curricular guide	90
Literature review summary	92
Limitations of literature review	93

Chapter III. Methodology 95

Research design	95
Research participants	96
Description of the sample population	98
Description of the sample selection	98
Inclusion criteria	99
Instrument or data collection method	99
Validation of the instrument	100
Procedure	102
Interview protocol	105
Data analysis	107
Steps for coding	107

Chapter IV. Results 112

Guided question #1.	116
Guided question #2.	121
Guided question #3.	127
Guided question #4.	129
Guided question #5.	131
Guided question #6.	139
Guided question #7.	143
Guided question #8.	145

Chapter V. Discussion 149

Conclusion	150
Discussion of results	152
Sub question #1	152
Geographical Region of Mayaguez: WEAVER	154
Geographical Region of Trujillo Alto: “Rayitos del Saber”	160
Both Geographical Regions: Mayaguez and Trujillo Alto	165
Sub question #2	171
Geographical Region of Mayaguez: WEAVER	172
Geographical Region of Trujillo Alto: “Rayitos del Saber”	179
Both Geographical Regions: Mayaguez and Trujillo Alto	181
Sub question #3	189

Geographical Region of Mayaguez: WEAVER	190
Geographical Region of Trujillo Alto: “Rayitos del Saber”	192
Both Geographical Regions: Mayaguez and Trujillo Alto	193
Sub question #4	202
Differences in the reasons to choose homeschooling between both geographical regions	203
Differences in the reasons to remain in homeschooling between both geographical regions	204
Differences between the selection of curricular options of homeschooling between both geographical regions	205
Research findings and conceptual framework	208
Recommendations	210
Limitations	210

References 211

Appendix 216

Index of Illustrations

Figures or Diagram

Figure I. Glasser's Choice Theory Model **23**

Figure II. Epstein's Parental Involvement Model **25**

Figure III. John Holts Homeschooling Philosophy **27**

Figure IV. Theoretical Framework Diagram related to the Theories **29**

Figure V. *Data analysis triangulation* **108**

Table Index

Table 1.	Conceptual and operational definitions	30
Table 2.	Guided questions for the semi-structured interview	101
Table 3.	Calendar activities	105
Table 4.	Reasons parents choose homeschooling	118
Table 5.	Reasons parents remain in homeschooling	123
Table 6.	Determination of curriculum among homeschooling parents	128
Table 7.	Curricula used among homeschooling parents	130
Table 8.	Benefits of homeschooling	133
Table 9.	Disadvantages of homeschooling	140
Table 10.	Negative experience of homeschooling families	145
Table 11.	Parents auto-evaluation of homeschooling process	146
Table 12.	Reasons parents choose homeschooling according to the geographical region	170
Table 13.	Reasons parents remain in homeschooling according to the geographical region	188
Table 14.	Parents determination on curriculum selection according to geographical region	196
Table 15.	Curriculum selection according to the geographical region	198
Table 16.	Textbook selection according to the geographical region	199
Table 17.	Online resources according to the geographical region	199
Table 18.	Teaching methodologies according to the geographical region	200
Table 19.	Teaching methods according to the geographical region	201
Table 20.	Differences in reasons to choose homeschooling between both regions	204
Table 21.	Differences in reasons to remain in homeschooling between both regions	205
Table 22.	Differences in curriculums between both regions	206
Table 23.	Differences in textbooks between both regions	207
Table 24.	Differences in online resources between both regions	207

Appendix Index

- Appendix A.** Carta de intención a líderes de WEAVER y Rayito del Saber y respuesta **217**
- Appendix B.** Solicitud de validación a expertos **220**
- Appendix C.** Guía para la validación del instrumento **222**
- Appendix D.** Rúbrica para la validación del instrumento **228**
- Appendix E.** Certificados de CITI **231**
- Appendix F.** Carta Junta Revisión Institucional Universidad Interamericana **233**
- Appendix G.** Hoja informativa a los participantes **236**
- Appendix H.** Consentimiento informado a los participantes **238**
- Appendix I.** Certificación de edición **242**
- Appendix J.** Tabla resumen respuestas participantes junto a la validación de expertos **244**

Chapter I.

Introduction: Statement of the research problem

The aim of this study was to identify the factors parents take into consideration when choosing to homeschool, to identify the factors parents take into consideration to remain in such practice, and finally, to explore the selection of curriculum options between homeschooling families of two different geographical regions in Puerto Rico. This chapter describes the problem that was taken into consideration for this study. It also encompasses the background of the study, the research problem, the delimitations, the purpose of the study, main research question along with the sub questions, the justification, research objectives, its theoretical framework, and the conceptual and operational definition of terms.

According to the National Home Education Research Institute (2019), known as NHERI, homeschooling is a parent-led home-based education, home education is also an age-old traditional educational practice that a decade ago appeared to be innovative, an “alternative” but is now bordering on “mainstream” in the United States. Homeschooling may also be defined as the action in which parents choose a program, a method, or a curriculum, and establish this study at their home, in which they choose a space, and schedule to educate their children (Holt & Farenga, 2003). It may be the fastest-growing form of education in the United States. In other words, home-based education is an alternative education also known as “homeschooling”, which is used by parents or legal guardians that assume full responsibility of their child’s education, at a home scenario. Parents are responsible for deciding the subject to be taught, the method to be used with their student/child and the schedule of their child’s learning. Besides the traditional method, educational alternatives have been more of an individualized concept based on learners needs and the model chosen may vary depending on the students’ learning goals and outcomes.

Another definition for homeschooling is the educational alternative whereby parents or legal guardians assume the responsibility of educating their child or children. Parents are responsible for deciding the scope and sequence of the material their child should learn and the means in which they will learn the material, according to the Caribbean Center of Home Education Resources, also known as TCHERs' (2021).

Parents may offer an alternative education because it consists of fulfilling each student's particular needs by avoiding the traditional method of having every single student go at the same pace, while other parents may consider homeschooling an approach to satisfy a students' learning style. Despite the reasons behind the decision, since the mainstream of students are educated primarily in schools, parents' choice of alternative education has been perceived as a departure from the societal norms (Olsen, 2008). However, according to Thomas (2016), homeschooling will eventually find the way into mainstream educational contexts because of its benefits (Thomas, 2016).

Among the educational alternative offerings that exist in society; besides the public and private institution, homeschooling has been considered a choice for parents not often understood by traditional families or the government (Olsen, 2008). Even though the homeschool movement in the United States has been a rapidly growing alternative to public education, in Puerto Rico, this schooling method for many families has been a point of inquiry, according to Shepard (Shepard, 2010).

The factors that lead parents to select this educational alternative: homeschooling, have been a point of interest on the reasons parents take into consideration when deciding to homeschool and to remain in such practice (Olsen, 2008). Religious beliefs, family closeness,

dissatisfaction with socialization in schools, opportunities for hands-on learning, and a flexible lifestyle, are some of the many reasons parents decide to home educate their children (Dahlquist, York-Barr & Hendel, 2006). There are many reasons why people start homeschooling: some families extend the preschool time they spend with their children in a way of life, other families become disillusioned with traditional school systems and decide that homeschooling is a better option for them, and some find homeschooling a natural part of their religious faith. There are as many individual stories of when, why, and how families start homeschooling as there are homeschooling families (The Caribbean Center of Home Education Resources, 2021). As Olsen (p. 2) establishes, “The masses continue to be educated in government supported schools, and the loss of students to any educational alternative is perceived as a deviation from societal norm” (Olsen, 2008).

According to Home School Legal Defense Association, known as HSLDA, the problematic that the government of Puerto Rico is confronting with this population, is the increase on the number of homeschooling families that are deciding to acquire this educational alternative as part of their children’s education. Since homeschooling is considered a non-governmental entity of various educational alternatives that Puerto Rico offers, even though it is legalized, it has not been regulated (HSLDA, 2019). This issue has been of great alarm to the government. *The Project of the Senate 793* was created by Senator Cirilo Tirado to have some control and statistics of this population. However, it was rejected by the homeschool community. More than 11,000 signatures were collected within the nineteen (19) homeschool organizations as a petition to withdraw the bills authors. These homeschooling support groups voiced their opposition to the bill in a formal manner. They claimed that regulations are not essential to determine a homeschoolers success in life (HSLDA, 2019).

Background of the study

In research conducted on reasons why parents choose to homeschool, according to Abuzanda, in his study *Reasons for choosing homeschooling and approaches most used: a qualitative content analysis*, it is asserted that there are several reasons parents choose homeschooling along with the curricular material used among them. The purpose of the study was to review home school literature regarding homeschooling approaches, parents' motivations for opting homeschooling and technology integration. The main aim of this study was to use content analysis of some home school literature as a mean to determine best practices, approaches, and reasons for choosing a homeschooling approach. As a research design and method, Abuzanda utilized content analysis method to guide inquiry. According to the researcher, Abuzanda asserts that content analysis method eases researchers in studying social phenomenon and characteristics, without influencing through their research process (Abuzanda, 2021). Data collection was based on a review of articles, for the purpose to address the research questions. The instrumentation used for this study was a content analysis approach to code a similar article for data transformation. The succeeding findings indicate the reasons parents choose homeschooling: school violence, school overcrowding, pandemic "COVID-19", racism, religion and morality, environmental and societal issues, mental and physical conditions. Also, the findings indicate the most common homeschooling approaches: the traditional method, computer-based homeschooling, cooperative schooling approach and classical education.

According to Guterman & Neuman, in their study *Different reasons for one significant choice: Factors influencing homeschooling choice in Israel*, it is asserted that there is an absence of research on the relationship between the reasons for choosing homeschooling and the parents' personalities, educational background and attitudes towards both homeschooling and the

education system in general. Guterman and Neuman used a mixed method design as means to examine these relationships. A total of sixty-two parents completed three (3) questionnaires: Big Five Inventory (BFI), questionnaires on attitudes and a demographic questionnaire. The findings say that twenty-nine (29) parents chose to homeschool for pedagogical reasons only and thirty-three (33) parents for both pedagogical and family reasons. Four Multivariate of Variance (MANOVA) analyses were conducted, aiming to decide whether the two groups of parents were divided based on whether they had chosen homeschooling only for pedagogical reasons or for both pedagogical and family reasons. This differed in terms of educational background, personalities, attitudes towards homeschooling, the education system and way of practicing homeschooling (Guterman & Neuman, 2017).

In research conducted on reasons why parents choose to homeschool; *Instructional Motivations: What can we learn from Homeschooling Families?* Thomas extracted the motivations of parents behind homeschooling instructional decisions. This ethnographic research study was built on surveys and interviews from over 1,000 homeschooling parents across the United States. Participants were asked about the reason for their instructional routines. The researcher questions were designed to uncover homeschooler motivations related to curriculum and instructional decisions: *What are the pedagogical reasons for how homeschoolers structure their time? What practices or methods are they using that suggest how the academic day should be arranged? To what extent does the child affect educational decision?*

Part of the survey produced numerical data (although the research itself was qualitative and descriptive). The survey was composed of twenty-eight (28) closed and opened ended questions. Completed survey responses were sent to the Qualtrics Research Suite for simple statistical analysis. Of 1,282 surveys, 1,055 were totally completed, for an average of 82.3%.

Once the survey was completed, there were five hundred (500) interview requests; nine (9) interviewed participants were chosen based on the order they responded and the region they lived. The interviews were conducted by email.

The findings of the study were the following: 45% (472 responses) based their decision on child's learning style, 37% (388 responses) based their decision on personal preference, 1%, six (6) responses based their decision on curriculum package. According to the findings, the methods and practices that come out of homeschooling communities should continue to be examined by public school officials. Listening to parents will help bring a greater awareness of what is important to families, especially when regarding academic decisions. These reasons may influence positively on how public education is realized in the future generation (Thomas, 2016).

According to the case study conducted by English, "*Use your freedom of choice: reasons for choosing homeschool in Australia*", the decision to home educate is becoming increasingly popular. The reason home-education is chosen by Australian families is under research. However, this research was set to explore the links between families that unschooled and the parenting philosophies known as Attachment Parenting (English, 2015).

The qualitative study based on interviews was conducted with a group of home-education families in Queensland, Australia. This group consisted of mothers who chose to home educate their children. Thirty (30) questions were divided into categories: parent's experiences of education, demographics of the children, children's experiences of education and family's experiences of home education.

The analysis revealed that there were links between the parents' beliefs about home-education and their devotion to Attachment Parenting. Findings showed that the reason parent's

home-educate their children are deeply rooted in their belief about parenting. The participants had all followed an Attachment Parenting approach (an approach which is based on caregiving features such as infant cue and extended breastfeeding, child led wearing and co-sleeping) which was strictly aligned with home education.

The proponent of Attachment Parenting was initiated by Doctor William Penton Sears. As a pediatrician, he proposed the philosophy of Attachment Parenting, for he considers it to be a style of parenting that encourages a strong early attachment and promotes parental responsiveness to babies' dependency needs (Sears & Sears, 2001).

A survey conducted by Chandler, *"A Survey of the Factors Influencing Parents in Michigan to Select Full-Time Cyber Learning for their Children in Grades K-6"*, established the following (p. 1): "there are many ways for parents to be involved in their child's education, and one of these ways is through a deliberate choice of which school the child will attend versus of sending their child to the school district residency". The purpose of this study was to explore the factors that parents took into consideration when choosing full time cyber learning for their children's school experience. A quantitative design was used to implement this study. The descriptive study used an online questionnaire containing both forced choice and open-ended response items (Chandler, 2015).

According to Chandler, the findings revealed that parents seemed interested in being able to individualize education for their children and to instill their values in their children by educating them at home. Emphasis on teaching the basics, teacher quality, bullying, special education needs, and quality curriculum were some of the factors that parents took into consideration when choosing the full-time cyber learning system option (Chandler, 2015).

Conforming to Mazama and Lundy (p.123), “Homeschooling and academic interest in this phenomenon, has increased tremendously over the last decade. The surge of African American involvement in the homeschool movement has also become noticeable”. The study *African American Homeschooling and the Question of Curricular Cultural Relevance* gained an insight on one of the main reasons why African Americans increasingly choose to educate their children at home with their discontent with common Eurocentric curriculum. The study conducted by Mazama, and Lundy presented African Americans motivation for homeschooling (Mazama and Lundy,2013).

Seventy-four (74) interviews were held in the spring and summer of 2010 in different states in the USA. The main participants were from Chicago, Philadelphia, Washington D.C., New York, Atlanta, South Carolina, and Delaware. Focus groups, observations of black homeschooling parents and interviews were part of the data collection. The interviews consisted of two (2) parts: a survey that was based on demographic and background data for each home school family, followed by a semi-structured open-ended interview with the parent. Each interview was approximately two (2) hours long. Then, three (3) focus groups which consisted of 5-6 mothers were conducted in 2011 to further investigate the homeschool experience of Black families. Finally, observations were made at forums. The data gathered in the focus groups and observations were used to complement and triangulate the data gathered in the individual interview and surveys.

The findings revealed general discontent with the European ethnocentrism that characterizes traditional school curricula. According to answers from the interview, the school curriculum destroys African American children’s self-esteem and sense of personal growth. The other findings based on African Americans decision to homeschool were the following: quality

of education 23.5%, racism 22.4%, family bonding 12.8%, religion 8.9%, safety concern 7.1%, financial constraints 3.9%, moral-nonreligious 3.9%, too much homework 3.9% and the last reason, special needs with a 3.2%.

In research conducted by Wagners, *“Parental Perspectives of Homeschooling: A Qualitative Analysis of Parenting Attitudes Regarding Homeschooling as Opposed to Public Schooling”*, its purpose was to identify and describe how parents justified their decision to homeschool rather than enrolling their children in public schools. It also served to explore how parents felt secure or insecure about their beliefs towards homeschooling and public school, since homeschooling has evolved as a practical alternative to public schools (Wagners, 2008).

This qualitative study was based on case studies. Self-reported questionnaires and interviews with open-ended questions, were the main instruments used with parents of children in grades one (1) through five (5) in three (3) rural counties in Wisconsin. The study used an initial questionnaire of five (5) families and five (5) familial case studies.

Data collection and analysis were held simultaneous. An Atlas/TI qualitative method was used to categorize parent responses to obtain additional information; the interviews were transcribed. Among the eight (8) specific areas that Wagner investigated, the one pertinent to this study is the findings related to reasons parents decide to home school. The findings revealed the following: four of five participants (80 %) wanted to be main influence in their child’s lives and not have their children influenced by other teachers or students in public schools. The leading reasons parents decided to home school their children included religion and instilling family values and morals (4 or 80%) and safety (1 or 20%). To conclude the findings, parents want their children to succeed by offering them a positive influence in their lives as well as teaching them

solid family values and morals, in a sense that parents feel only, they can teach. Second, parents believe that homeschooling ambiance is the preferred school environment.

As Olsen indicates in the study, “*Understanding Parental Motivation to Home School: A Qualitative Study*, he intended to explore, *why do people remove their children from traditional, public-school programs to initiate homeschooling and how well do public school personnel understand this motivation* (Olsen, 2008).

A qualitative case study of thirty (30) parents from twenty (20) homeschooling families took part in a semi-structured face to face interview. Six (6) public school administrators and twelve (12) teachers from schools directly impacted by homeschooling were also interviewed. Data was collected throughout parents’ stories and educators’ description of their experience of students being removed from schools.

The findings revealed the following: primary factors that initially motivated parents to homeschool were the negative effects of peer socialization, religion, child’s special learning needs, negative experience of parents as students, lack of administrative support, incidents at school including the child, and unique environmental needs of families (Olsen, 2008).

Historical Background of the Study

Homeschool beginnings in Puerto Rico

According to Bonilla (2017), cited by Sánchez (2013), in the late 70’s early 80’s, military men along with children and their wives arrived from the United States of America. They established themselves in the Roosevelt Roads Naval Base, in the eastern side of the island. This marked the beginning of homeschooling in Puerto Rico.

The cultural clash and the language forced the military spouses to educate their children at the military bases. This educational tendency began to extend among families in the Humacao region. In the Buchanan Military Base in Guaynabo, several military spouses began to organize themselves and integrate each other with Puerto Rican families. In the early 90's, the military men along with their wives and children were relocated in the U.S.A, leaving behind to the Puerto Rican families an established group of home educators. This is how the homeschool movement began on the island.

Home school laws in Puerto Rico

The home school laws in Puerto Rico are not regulated, even though it is legal. Puerto Rico falls under the jurisdiction of the United States and the Constitution of Puerto Rico. The right to educate at home is a constitutionally protected right under the 14th Amendment (Liberty Clause) (US) and Article 2, section 7 (PR).

Article II, Section 7 (Constitution of Puerto Rico): The right to life, liberty, and enjoyment of property is recognized as the fundamental right of man. The death penalty will not exist. No person shall be deprived of his liberty or property without due process of law. No person in Puerto Rico shall be denied the equal protection of the laws. No law will be enacted to impair the obligation of contracts. A minimum amount of property and possessions will be exempt from seizure as provided by law.

If a family is homeschooling with a truly religious conviction, then they are also protected under the 1st Amendment. (Free Exercise Clause) (US) and Article 2, section 3 (PR) (Home School Legal Defense, 2019).

Article II, Section 3 (Constitution of Puerto Rico): No law shall be made that respects the establishment of a religion or prohibits the free exercise of it. There will be a complete separation of church and state.

Puerto Rico laws require students to attend public school between the ages of five (5) and eighteen (18). However, education is not compulsory for schools that are under non-governmental entities. Therefore, most parents that educate at home do so as non-governmental entities according to the jurisdiction of Puerto Rico (Article 2, section 5 PR Constitution). The problematic is that the law does not clearly define what is a non-governmental entity school.

Article II, Section 5 (Constitution of Puerto Rico): Everyone has the right to an education aimed at the maximum development of the human personality and the consolidation of respect for human rights and fundamental freedoms ... Compulsory attendance at primary school and secondary schools to the extent permitted by state facilities, shall not be construed as applicable to those receiving primary education in schools established under non-governmental auspices. (Also, in 18 P.R.L.A. sec 2)

Project of the Senate 793

Efforts have been made to regulate homeschooling in Puerto Rico ever since the year 2002 according to Bonilla (2017). Its roots began in the year 2000 when home education in Puerto Rico began to have a significant increase. In 2002, the legislation begins to worry for the homeschooling families surge in Puerto Rico and this is when “Project 3048” (created by the ex-senator Javier García Cabán) had the intention of creating a home-education based program. This first attempt failed.

In 2006, the former senator Alba Rivera also attempted to create another regulation titled “Proyecto 2754”. Her intention was to establish homeschooling as a non-traditional educative institution; this attempt also failed. In 2011, “Proyecto 2110” created by senator Thomas Rivera Schatz had its intentions in establishing the Law of Educational Rights in which it would prove which were the rights and responsibilities among the parents, along with the methods to educate their children. This third attempt also failed by the “Carta de Derechos de 1952, Sección II, Artículo V.”

The fourth and most recent attempt to regulate homeschooling was *Project of the Senate 793* by senator Cirilo Tirado introduced in 2015. This petition would have required parents to annually file a declaration of intent to homeschool in front of a notary, providing the full names and ages of the children being homeschooled and their relationship to the person filling the declaration. Also, parents would have been required to provide to the government their age, occupation, and highest grade level of education and to list all the subjects being taught in their home school (HSLDA, 2019).

Homeschoolers opposition on Project of the Senate 793

According to HSLDA (2019), since homeschoolers qualify as a non-governmental entity, there is no need to regulate such laws. Any governmental regulation would restrict this community’s freedom. Parents would no longer be allowed to adapt educational matters to their children’s needs, resulting in a standardization of the traditional schooling at their homes. Regulations may even disqualify some parents from homeschooling, having the government control what is being taught at home and how it is being taught.

The petition was opposed by hundreds of homeschooling families who personally visited the senator's offices, asking each senator to vote against *Project of the Senate 793's* unconstitutional intrusion into home school freedom. They presented eleven thousand (11,000) signatures to withdraw the petition of Hon. Cirilo Tirado. Nineteen (19) homeschool organizations, including *Home School Legal Defense Association*, voiced their formal opposition to the petition because they believe regulations are not essential to decide a homeschooler's success in life (HSLDA, 2019). The *Project of the Senate 793* by Cirilo Tirado, nor the *Project of the "Cámara 3048"* by Javier García Cabán, which intention also was to regulate homeschooling in October 1992, did not flourish.

Research Problem

The aim of this study is to identify the factors parents take into consideration when choosing to homeschool, find the factors parents take into consideration to remain in such practice, and finally, to explore the selection of curriculum options between homeschooling families of two different geographical regions in Puerto Rico.

The research problem of this investigation is the unknown reasons for the increasing number of families opting for the home education trend instead of the traditional method as established by society: school. Since homeschool is legal, yet no laws regulate its educational policies, it is difficult to obtain information from this growing educational tendency.

The lack of institutional knowledge with which to keep the homeschooling movement going forward (Heuer, Donovan & Pioneer Institute for Public Policy Research, 2017), as to reasons to homeschool in Puerto Rico as an educational alternative, is what serves to the response of the need of this study. This topic deserves study, as means to clarify the myths

related to homeschool; such findings shall fulfill the lack of knowledge of this alternative educational modality, in benefit to ease the decision making among Puerto Rican families. The study of this topic may ease educational decision making for family units considering other options than the traditional method.

Delimitations

The delimitations include the specific characteristics that the participants must meet to be included as a population in the research. According to Selltiz, Jahoda, Deutsch and Cook, the population is the set of all cases that agree with a series of specifications. The characteristics that the participants of this research had to meet are described as follow. Participants must have been homeschooling their children for two (2) years or more. They must have been attending the WEAVERS homeschool support group in Mayaguez or “Rayitos del Saber” homeschool support group in Trujillo Alto and belong to the geographical area belonging to Mayaguez and Trujillo Alto. In addition, participants must have access and technological knowledge to take part in a virtual manner, and finally, the participants must have the *ZOOM Cloud Meetings* application installed either in their mobile phone or computer, along with quality internet connection (Selltiz, Jahoda, Deutsch and Cook, 1980).

Purpose of the study

The purpose of this study is to identify the factors parents take into consideration when choosing to homeschool, to identify the factors parents take into consideration to remain in such practice and finally, to explore the selection of curriculum options between homeschooling families of two different geographical regions in Puerto Rico.

Main research question

The research questions are those that guide towards the answers searched in research (Hernández, Fernández, & Baptista, 2003). Thus, the main research question was the following:

1. How do the factors for choosing, remaining, and selecting curriculum options of homeschooling compare between families of two different geographical regions in Puerto Rico?

Sub-questions

The research sub-questions are intended to cover various aspects of the problem to be investigated (Hernández et al., 2003). To this purpose, the following sub-questions:

1. What are the reasons why parents choose the educational alternative of homeschooling in two different geographical regions in Puerto Rico?
2. What are the reasons why parents remain in homeschooling in two different geographical regions in Puerto Rico?
3. What are the curriculums options parents decide to apply in homeschool families in two different geographical regions in Puerto Rico?
4. Are there differences in the reasons to choose, remain and the selection of curricular options of homeschooling between both geographical regions?

Justification

According to the *National Home Education Research Institute* (2019), most parents decide to homeschool for more than one reason. Among the most common reasons given for homeschooling are the following: parents may individualize not only the curriculum but also

adapt it to their child's learning environment. Parents also believe their children accomplish more at home than at school regarding time efficiency. Parents are allowed to use a variety of pedagogical approaches other than the traditional ones established in a regular institution. Educating at home increases a bonding within the family. It also provides a guided social interaction with different age ranges not only peers but also adults. In addition, it provides a safer environment with less physical, mental, emotional, and verbal abuse, less exposure to drugs, alcohol, bullying and sex. Finally, educating at home provides a more reliable setting for a particular set of beliefs and values (Ray, 2010).

Also, the Caribbean Center of Home Education known as TCHERs' (2021), affirm that many families begin to homeschool because they desire to extend their preschool time with their children as a lifestyle. Other families just simply get disillusioned with the school system and believe that the best education their children can receive, is at home.

1. Convenience

This study was convenient and necessary because of the following reasons: first, as a society, it contributed to our understanding of the increase of this educational trend known as homeschooling in Puerto Rico. Second, by exploring and identifying the reasons why parents choose to home school and their motifs to remain as a home school family, contributed to parents' decision making in different educational practices besides the traditional public school and private institutions. By providing parents an insight on homeschooling, parents can add this alternative into their academic options. Finally, this study was also convenient because it provided a clearer perspective on the laws and regulations that proceed and sustain school at home under the jurisdiction of Puerto Rico.

2. Social Relevance

This study had social relevance; the results of this study in terms of the social relevance benefited homeschool families, non-home school families and the Department of Education of Puerto Rico. By gaining insight into the reasons why members of different learning communities choose to homeschool and remain in such practice, it provided a broader perspective on the motifs of the increase of this educational practice among families. Also, the results could be used to address changes that could be made in public schools to attract homeschooling families.

3. Practical Implications

This study has practical implications; the study helped identify the factors parents took into consideration when choosing to homeschool and to remain in such practice, among its curriculum options. It also clarified the reason homeschooling is categorized as a non-governmental entity. Also, this research allowed non-home school families and the Department of Education of Puerto Rico, besides other learning communities to understand the reasons rejecting the approval of *Project of the Senate 793* regarding the regulations of homeschooling laws according to home school families. Finally, by understanding the factors parents choose and remain to homeschool; the results may have helped pedagogical practices in other educational settings such as the traditional classroom by adapting the method used in homeschool scenarios.

4. Theoretical Value

The information obtained from this research supports the effectiveness of the use of Glasser's Choice Theory, Epstein's Parental Involvement Model and John Holt's educational philosophy of abolishing compulsory school and ideal of a de-schooled society.

The theoretical value of this investigation provided a reference point to continue for future study and investigation into the topic of homeschooling by exploring factors of parents that choose to homeschool and remain in such educational practice in homeschool support groups other than WEAVERS. The research may be conducted in other homeschool support groups in different regions of Puerto Rico.

5. Methodological Utility

The methodological utility this research conveyed was that the investigation provided a clearer view of the homeschool population in two different homeschool support regions in Puerto Rico on the reasons parents choose and remain in such educational alternative known as home education. It also provided the reasons that support this entity as a non-governmental one. In addition, the researcher generated a set of guided questions which allowed the investigator to explore and describe the factors parents take into consideration when choosing to homeschool, to describe the factors parents take into consideration to remain in such practice and finally, to research the selection of curriculum options between homeschooling families of two different geographical regions in Puerto Rico.

Research objectives

The aims are the study guides, so they must be considered throughout its development (Hernández et al., 2003). The objectives that guided this research were the following:

1. Identify the reasons why parents choose the educational alternative of homeschooling in two different geographical regions in Puerto Rico.
2. Identify the reasons why parents remain in homeschooling in two different geographical regions in Puerto Rico.
3. Describe the curriculum options parents decide to apply in homeschool families in two different geographical regions in Puerto Rico.
4. Describe the differences in the reasons to choose, remain and the selection of curricular options of homeschooling between both geographical regions.

Theoretical Framework

The theoretical framework for this qualitative study was based on the following three theories: Glasser's Choice Theory, Joyce Epstein's *Model of Parental Involvement* and John Holts educational philosophy on *Abolishing Compulsory School* and creating *De-schooled society*. Glasser's and Epstein's theory along with Holts educational philosophy will be synthesized and explained sequentially to provide a complete theoretical framework to for this study.

Glasser's Choice Theory

Glasser's Choice Theory serves as a useful frame of reference for understanding parental motivators for choosing to home educate. *Choice Theory* (1999) opposes the traditional –external control psychology- used for many years, in which it consists of individuals going against each

other in forcing others to go against their own will. *Choice Theory* is a replacement, referenced as a purpose to fulfill and bring people together throughout four (4) major relationships: husband-wife, parent-child, teacher-student, and manager-worker. *Choice Theory* rests on the belief that all human behavior is “chosen” and that we choose our behaviors in an effort to satisfy five (5) basic needs that are common to all humanity: safety and survival, love and belonging, power, freedom, and fun (Glasser, 1999). These five (5) needs will be applied to the context of learning: parent-child and teacher-student to fulfill the purpose of the investigation.

Survival, the first basic need in Glasser’s *Choice Theory*, gives the individual the longing to work hard. Personal security relates to this need. If it is threatened, it negates any of the needs that extend from it. In an educational setting, if a threat toward the child exists, it has the potential to influence a parent’s choice of where children learn. If schools are perceived as an unsafe environment, then other educational alternatives may be attractive (Olsen, 2008).

Love and belonging, being this the second need, if love and belonging means being accepted by peers, and the child at school does not experience the acceptance by peers, or is a victim of bullying and persecution, then this factor may also influence parent’s choice for a home education setting (Olsen, 2008).

Power or recognition is the third need. This need is realized when individuals can identify and achieve goals. They are capable of getting what they desire. Their look for power often leads humans into competition. Since an individual wants to win and have it their way, the abuse of power in authority (meaning the teacher), may contribute to parents’ choice to homeschooling.

Freedom, being the fourth need. Freedom to escape from the domination of others, serves as a barrier against power. The need for freedom is a balance between you and another person.

The individuals need to live his/her life the way he/she wants, is a factor to take into consideration when exposing children under another authority.

Fun; fifth and last need according to Glasser's Choice Theory. Individuals play their entire lives, therefore learning occurs until death. By playing, individuals learn to get along and to respect each other's differences. Having fun through learning, helps a child gain more love, power, and freedom.

Glasser's five (5) needs model, serves as a valuable tool to understand parent's decision when choosing an educational setting such as home education. It provides an overview to educate their children through home-based instruction method (Olsen, 2008). Figure I display Glasser's Choice Theory.

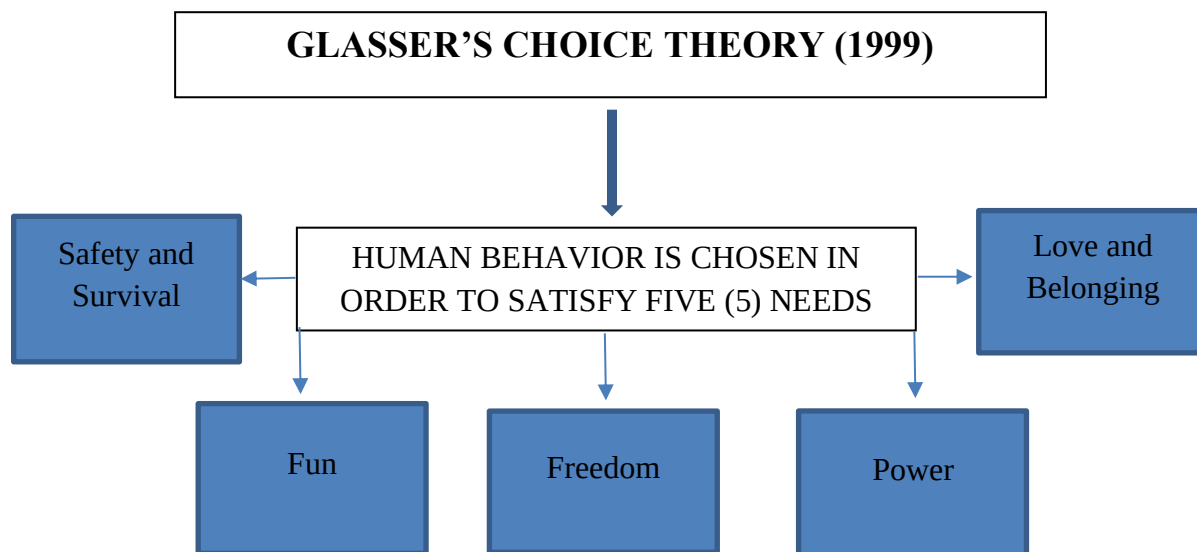


Figure I. Glasser's Choice Theory Model

Joyce Epstein's *Model of Parental Involvement*

Joyce Epstein's Model of Parental Involvement also serves as a frame of reference for the theoretical framework of this study. Epstein developed a framework for defining six (6) different types of parental involvement in children's education. This framework aids educators/parents in developing school and family partnership. According to Epstein, the main reason for developing school, family, and community partnership, is to help all youngsters succeed in school and later in life.

Parental involvement in educational settings may be defined as a way in which parents are recognized to contribute in significant ways to their children's education and development. Parental involvement in children's schooling has been repeatedly shown to be positively and significantly correlated with an extent of positive child outcomes. Epstein's six (6) types of educational involvement are: *parenting, communicating, volunteering, learning at home, decision making and collaborating with community* (Epstein, 1985).

The first three (3) types of parental involvement in children's education are: *parenting*, *communicating*, and *volunteering*. *Parenting* includes helping families establish home environments to support children as students. *Communicating* designs effective forms of school-to-home and home-to-school communications about school programs and children's progress. *Volunteering* recruits and organizes parent help and support, such as: school/classroom volunteer program to help students, teachers, and parents.

The other three (3) types of parental involvement established by Epstein are: *learning at home*, *decision making*, and *collaborating with community*. *Learning at home* provides information and ideas to families about how to help students at home with homework and other curriculum-related activities, decisions, and planning. *Decision making* includes families as participants in school decisions and develops parent leaders and representatives. Sixth and last is *collaborating with community*, which is based on coordinating resources and services from the community for families, students, and the school. Figure II displays Joyce Epstein's Model of Parental Involvement.

EPSTEIN’S SIX TYPES OF PARENTAL INVOLVEMENT (1985)

PARENTING SKILLS	COMMUNICATING BETWEEN HOME AND SCHOOL	ENCOURAGING VOLUNTEERING AT SCHOOL AND COMMUNITY	SUPPORTING STUDENT LEARNING AT HOME	INVOLVEMENT IN DECISION-MAKING	COLLABORATION WITH COMMUNITY
Families learn about parenting skills, child development, and home conditions that support learning and development.	Focuses on effective school-to-home and home-to-school communication.	Focuses on schedules to involve parents as volunteers for that support student programs.	Family involving activities at home.	Family involving in school decision making.	Coordination of schools, families, and students’ needs for resources and services with other groups or agencies who may address this need.

Figure II. Epstein’s Parental Involvement Model

John Holts revolutionary educational philosophy on abolishing compulsory school by creating a de-schooled society.

John Holts educational philosophy also serves as the last reference to be used for the theoretical framework of this qualitative research study based on his educational knowledge regarding homeschooling. John Holts is considered the father of modern homeschool movement. He rejects the idea that children are passive receptacles of knowledge that can only learn in a school room, as implied in *How Children Learn* (1995). He established educational philosophy of abolishing compulsory school attendance so that children could be taught at home by their

parents to learn in the real world and not isolated as prove in his book *How Children Fail* (1982). Holts suggests an educational reform in which everyone has the freest possible choice to learn whatever they want to learn, whether in school or in some altogether unique way; *How Children Learn* (1995). As a reform, he means a society in which families would consider homeschooling as a possibility to different paths to learning, besides traditional school.

John Holts is known as an educational leader and reformer. He is best known to introduce revolutionary educational philosophy during the mid-60's concerning schools, teaching, and learning. He is also a proponent of American homeschooling movement after urging a reform in schools in the traditional method. After becoming disillusioned with the potential to reform in the nation's school, he began suggesting that parents simply instruct their children at home. He believed that this educational practice allows children to be in the real world, in direct contact with it and away from institutions that seem like monsters of evil that beat the students into submission by thinking children are two-legged walking computers whom we program into geniuses as established in *How Children Learn* (1995). According to Holts, school is not the proper place for intellectual artistic, creative, and athletic activities as established in *How Children Fail* (1982). Instead, the proper place for children to learn whatever they need or want, is the world itself and the only practical way by conducting this is, homeschooling.

Holt makes emphasis on the educational philosophy that humanity made a terrible mistake with the best intentions when separating children from adults and learning from the rest of life. He asserts that the way back to natural learning is being schooled at home. In addition to reestablishing the natural approach, he makes emphasis on the fact that schools develop only a tiny part of the tremendous capacity for learning, understanding, and creating; schools stifle learning by infusing students with fear and boredom which he asserts in *How Children Fail*

(1982). Instead of educational institutions helping students to learn, Holt points out that school merely teach techniques that could be used to please right or wrong answers. Holt believes that students learn independently, out of interest and curiosity and not just merely pleasing adults in power. Children ought to be in control of their learning, outside a regular classroom and part of the real world as mentioned in *The Underachieving School* (2005).

To conclude, Holts educational philosophy on de-schooling society and homeschooling inclines into a humanistic curriculum in which exploratory, puzzling, playful, and spontaneous activities are experienced by the learner (McNeil, 2006). Holts aspires to create awareness in our society that there is more than one path besides school to fulfill an educational need, and among the options, one being homeschooled; a method used to allow families choose what is more proper for their children in terms of values and academic goals. Figure III displays John Holts Educational Philosophy.

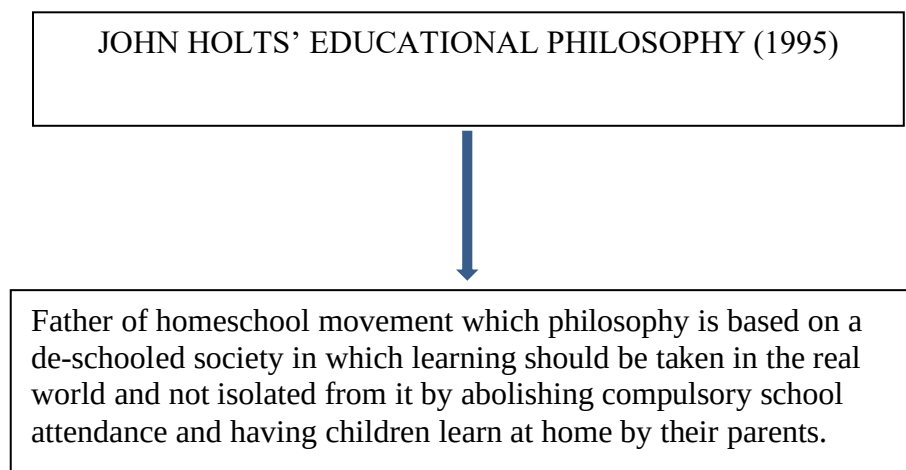


Figure III. John Holts Homeschooling Philosophy

Theoretical Framework Synthesis

The Case Study: factors for choosing, remaining, and the selection of curriculum between homeschooling parents, is impacted by William Glaser's Choice Theory, Joyce Epstein's Model of Parental Involvement and John Holts De-Schooled Society Educational Philosophy. The factors parents take into consideration when choosing, remaining and curriculum selection are affected by Glasser's' Choice Theory, Epstein's' Parental Model and Holts educational philosophy. If the data obtained coincides with Glasser, Epstein and Holts, then the theories are in favor. If the data obtained does not coincide with the authors, then the theories are not in favor. Figure IV displays the relationship of the investigation to all three (3) theories.

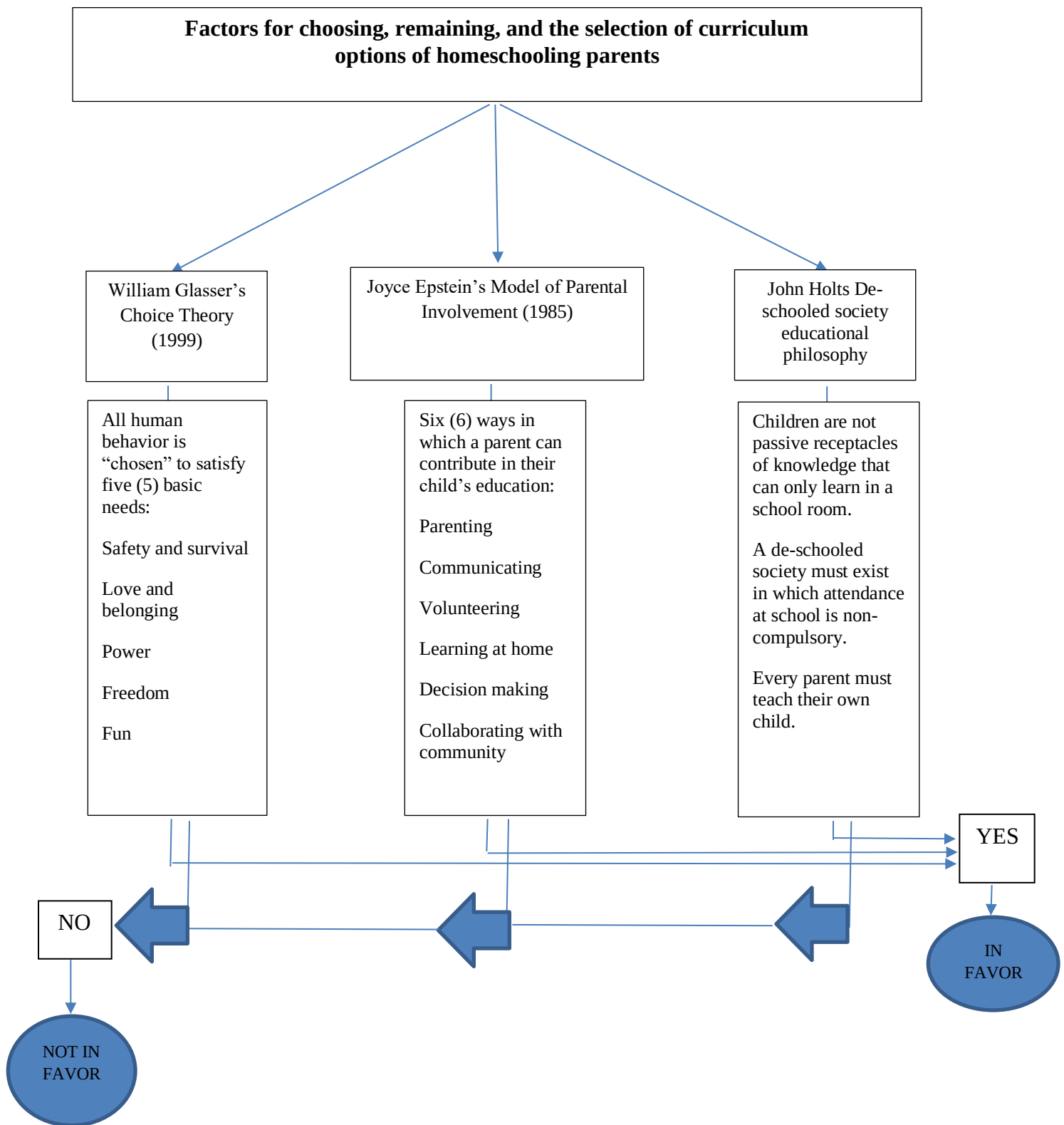


Figure IV. Theoretical Framework Diagram related to the Theories

Conceptual and operational definitions

With the purpose of easing the understanding of the use of certain concepts, Table 1 provides the conceptual and operational definitions of terms used in the study.

Table 1: Conceptual and operational definitions

	<i>Conceptual Definition</i>	<i>Operational Definition</i>
Factors for choosing homeschooling	Factors for deciding a parent led home-based education (Merriam Webster's English Dictionary, 2020).	Factors that parents take into consideration the moment they decide to educate their children in a home setting.
Factors for remaining in homeschooling	Factors for continuing in a parent led home-based education (Merriam Webster's English Dictionary, 2020).	Factors that parents take into consideration the moment they decide to continue as a homeschool family and make it part of their lifestyle.
Homeschool curriculum options	The courses that are taught by a school in a homeschool environment (Merriam Webster's English Dictionary, 2020).	Parents decision making regarding a variety of homeschool educational material such as lesson plans, subject material, exams, answer sheet and methodology used in homeschool environment.
Geographical regions	An area of study that deals with the location of countries, cities, rivers, mountains, lakes, a part of a country, of the world, that is to separate from other parts in some way (Merriam Webster's English Dictionary, 2020).	The East and West side of Puerto Rico, which are the areas that will be used to carry out the research.

Terms of the study

In this study, the following terms will be defined: parents, homeschooling, choose, and remain.

1. **Parents:** a person who is a father or a mother: a person who has child/parents are defined as the primary caregivers of children (Merriam Webster's English Dictionary, 2020).
2. **Homeschooling:** parent led home based education which was considered an old traditional alternative practice a decade ago but is now part of the mainstream of society; a fast-growing trend in which parents take full responsibility of their children's education (Ray, 2010). Wagner (2008) defines homeschooling as the educational alternative in which parents assume the primary responsibility for their children.
3. **Choose:** to decide what you want (Merriam Webster's English Dictionary, 2020).
4. **Remain:** to continue to be due or be something (Merriam Webster's English Dictionary, 2020).

Chapter II

LITERATURE REVIEW

This chapter includes the literature review of this study. It is organized in the following sections: origins of mandated education, the movement of home education in United States, movement of homeschooling in Puerto Rico, pioneers in the homeschool movement, home education laws in global terms, home education laws in Puerto Rico, definition of homeschooling according to Caribbean Center of Home Education, reasons parents choose to home school around the world, reasons parents choose to home educate in the U.S.A., reasons parents choose to home educate in Puerto Rico, reasons parents remain in home education, benefits of homeschooling, disadvantages of home education, curricular material used among homeschool families, teaching methods among homeschool families, and homeschool curricula guide.

Home education bases its roots throughout human history until the Industrial Revolution which began in the 18th century. Homeschooling was common in Western countries such as England, France, and Germany; allowing only a small number of children to attend educational institutions. Back then, there were also very few public education systems, school buildings or professional educators. Persons held responsible for the education of their children were their own parents. This practice was an integral part of the family's daily life rather than an activity which took place at a specific time or place. After the Industrial Revolution, mandatory education laws were enacted, many public education systems were established, numerous educators were trained, and children were required to attend school (Guterman & Neuman, 2017).

Homeschooling is an alternative to conventional educational in many countries all over the world according to Guterman & Neuman (2017). The reasons why parents opt for this form of alternative education, “homeschooling” for their children, is still not well understood (Olsen, 2008). This study intends to fill a gap in research and offer a further contribution to the knowledge about homeschooling in Puerto Rico.

Origins of Mandated Education

Universal compulsory education had its origins in the Massachusetts Act of 1642, a law requiring each town to determine whether its young people could read and write (Parkay & Stanford, 2001). Prior to this date, parents had the freedom to choose between educating their children at home or sending them to school. However, during 1642, with the establishment of two colonial laws which were the Massachusetts Act of 1642 and 1647, it created the origins of mandated education. Education could no longer be held as a voluntary act according to church and civil leaders in the colonies since they believed that children were not receiving adequate training. In means to strengthen and preserve Puritan religious beliefs, schools had to be organized (Parkay & Stanford, 2001).

Since the Puritans made the decision of making education a civil responsibility of the state, the Massachusetts General Court passed a law in 1642 that required every town to determine whether young people could read or write. Those parents and Master of Children who were unable to read or write, were fined and even taken away their custody. The 1642 act did not establish schools as an obligation, but it made it clear that education was a direct concern of local community. In 1648, the Court revised the 1642 law and mandated the establishment and support of schools since some parents were being “negligent of their duty” (Parkay & Stanford, 2001).

The Massachusetts Act of 1647 (a law mandating the establishment and support of schools; often referred to as the Old Deluder Satan Act because education was seen as the best protection against the wiles of the devil) mandated the establishment and support of schools. Teachers were to be paid by the parents or experts in the children (Parkay & Stanford, 2001).

Movement of homeschooling in United States

Before taking an insight on the homeschool movement in the United States, the scope of homeschooling among different countries must be mentioned. Guterman & Neuman, estimate that England's population of homeschoolers is around 80,000, while Canada has an estimate of 50,000, Australia 30,000, France 2,800, U.S. 2 million and Israel has approximately 360 families. In addition to the estimated population of homeschoolers already mentioned, the definition of the term must be established (Guterman & Neuman, 2017). Olsen implies, that homeschooling occurs when a child works on an educational program at home, rather than attending a public, private, or other type of formal institutional school setting. Homeschooling parents or guardians assume the responsibility for educating the child (Olsen, 2008). According to the Department of Education of Puerto Rico "*Proyecto Salón Hogar*" (2015), homeschooling is an educational alternative used by parents or legal guardians that assume full responsibility of their child's education at a home scenario. Parents are responsible for deciding the subject to be taught, the method to be used with their student/child and the schedule of their child's learning. The Caribbean Center of Home Education (2021), known as TCHERs', defines homeschooling as an educational alternative in which the legal tutor assumes full responsibility of the educational goals. The tutor is also responsible for the sequence to be held among the educational material. In conclusion, among the various definitions that may exist of

homeschooling as an alternative education, there is a common one: parents/tutors are responsible for their child's education at home.

“Freedom schools” (another term for home-education back in the 70's in United States) began by active groups that challenged the reorganization of schooling in the 1970's according to McNeil. This group of citizens considered public schools to oppress society and to reinforce the existential racism that was already taking place. The “freedom schools” were growing in popularity. Parents were frustrated with the traditional public school cutting recess, music, art, and physical education. These parents believed their children to be natural learners and that they had no reason to forced learning. Most of the students rarely entered a classroom. Instead, their individual interests were pursued outside the school. For instance, a student interested in astronomy would visit and learn from a planetarium. A student interested in the confection of bread making, would visit and learn by going to a bakery. A student interested in anthropology would visit a museum (McNeil, 2006).

According to Ortiz, home education has increased since 1980 when it was first reported that several parents refused education given in school and they preferred to instruct their children at their homes. In 1985, approximately 50,000 kids received their education at their homes. In 1999, an estimate of 850,000 students were being home educated (Ortiz, 2006).

Between 1994 through 1996, the number of students ranged to 5,402, which meant approximately 1,657 families. Most of this population was white. Kochenderfer & Kanna (as cited in Ortiz, 2006) affirmed, that in 1993 this educational alternative became legal in all fifty (50) states. Ever since, home school support groups all over America have been established to

defend their rights as homeschoolers. Curriculums have also been created to satisfy this population need.

Ortiz (2006) asserts that the home school movement responds to an earlier history of education. Taking an insight into this period, during the colonial times and just before the 1990's, the only way to education was by being taught by tutors and only some were fortunate. Among these privileged home school educated students were George Washington, Benjamin Franklin, Alexander Graham Bell, Theodore Roosevelt, General Douglas Mac Arthur, and Thomas Edison.

This alternative of education has risen and has been reflected in United States where statistics are countable. In the United States, the home education movement is a more formal practice, even though it is not new. Over the last forty years, home-based education has been a subject of controversy, misunderstanding, debate, and critique. However, it is being successful since it is doing what parents want, keeping their children away from negative peer environments and forging healthier families (Murphy, 2013).

Homeschooling parents are reinventing the ideas of school according to Glatthorn, Boschee, Whitehead & Boschee, B. (2016). The homeschool practice has evolved from a level of unawareness to one of widespread uninformed awareness. Along with the homeschool movement, a growing body of school choice has emerged. Despite legislation problems, regulations, media attacks and other intents against the homeschooling movement, home education has continued to gain in popularity and strength. Even though exact numbers are not yet established, home education is considered the fastest growing form of education in the United States. In 2005-2006, 1.9 to 2.1 million children were estimated to be home educated.

This stands for an increase from the estimated 850,000 students who were home educated in spring of 1999 (Glatthorn et al., 2016).

Pioneers in the homeschool movement

Three (3) pioneers are responsible for the foundations of homeschooling: John Holts, Raymond Moore, and Dorothy Moore. John Holts was a popular school reform activist from the 1960's and 1970's and is known as one of two founding fathers of contemporary homeschooling movement. Raymond Moore is the second founding father of contemporary homeschooling movement along with his wife Dorothy Moore. Moore was troubled over the idea of early childhood movement sent to institutionalize schooling (Murphy, 2013). These three (3) important home education leaders are responsible for the home school movement and were religious people that refused schooling. They believed that social interaction decreased parents' authority because peer pressure was a major influence. Holts believed that children learned individually and not as a mass. According to him, children learned out of interest and not to please the adult in power, which in this case would refer to a teacher. He also believed that learning should not be controlled and that kids had the right to decide what they desired to learn (Ortiz, 2006). Raymond and Dorothy Moore believed that school was a replicate of a manufacturing company in which (seats are aligned, every employee is doing the same thing, production is more important than the process) programs and the learning process is structured and too rigid to expose children to it. All three (3) leaders are responsible for the homeschooling foundation.

Home education laws in global terms

“Home education is an innovative and rapidly growing form of education that is not only a reasonable response to pervasive difficulties in traditional methods of schooling, but a right that is foundational to our common experience in the twenty-first century” (Global Home Education Conference, 2016).

The Berlin Declaration: human rights document from United Nations, European Union, African Union, and Organization of American States have found that parents have a prior right to direct the education of their children. Also, the Universal Declaration of Human Rights asserts “parents have a prior right to choose the kind of education that shall be given to their children” (GHEC, 2016).

Home education is helping children and families in countries all around the world. Home education has existed for four (4) decades in North America, more than a decade in Europe and is expanding in the Middle East, South America, and Southeast Asia. The United States alone has more than two million students who are currently educated at home. Australia, Canada, France, South Africa, and United Kingdom also have increase numbers of home education communities.

However, home education is currently illegal in some countries such as Germany and is banned in Sweden. In Brazil, it is undefined, which has led in the past to oppression of families who choose to educate at home. A penalty as a fine, court battles, jail time and removal of their children from home is given to parents in these countries for simply their decision to home educate their children. Also, several countries such as Bulgaria, China, Cyprus, Greece, Macedonia, the Netherlands, Romania, and Spain, seek to limit parent’s rights decision wise as

to their children's education (GHEC, 2016). In countries, particularly the United States, American families must continue to fight to support the freedom to raise their children.

The ability to choose home education is a well-documented right as stated in Global Home Education Conference (2016). It is the right of parents to direct the education of their children. And it is the right of children to receive an individualized education experience that best suits their needs.

Home education laws in Puerto Rico

Puerto Rico falls under the jurisdiction of the United State and Puerto Rico's Constitution. The right to home school is a constitutionally protected right under the 14th Amendment (Liberty Clause) (US) and Article 2, section 7 (PR). If a family is homeschooling with a truly religious conviction, then they are also protected under the 1st Amendment. (Free Exercise Clause) (US) and Article 2, section 3 (PR) (Home School Legal Defense, 2019).

Puerto Rico laws require students to attend public school between the ages of 5 and 18. However, education is not compulsory for schools that are under non-governmental entities. Therefore, most parents who home school do so as non-governmental entities according to the jurisdiction of Puerto Rico (Article 2, section 5, PR Constitution). The problem is that the law does not clearly define a non-governmental entity school.

There is no need for a parent to notify the government the intentions of homeschooling unless the child is enrolled in a public school. The Department of Education of Puerto Rico does not have a formal process for home educators that withdraw their children from the public institution. Therefore, there is a lot of confusion concerning students that withdraw the system to begin home schooling (Caribbean Center of Home Education, 2021).

If the homeschooled parent decides to enroll their child in the public system, there are several options. First, the parent must require an examination at the school, he/she decides to enroll the child. This test decides what grade the student will attend. Another possibility is the parent having a declaration of facts which establishes the grade in which the child attends. Third, the homeschooled parent might have an agreement with a formal institution in which the child attends both the school and the home simultaneously. In this case, the school may carry an official transcript of the homeschooled student (Caribbean Center of Home Education, 2021).

Homeschooled students may enroll in the university. Each university has its policy of admission regulations in Puerto Rico and the United States. Among some of the policies are scoring the College Board along with a portfolio composed of all the scores and assessments of the child, other universities accept affidavits indicating that high school was completed at home, and some universities only ask for a transcript, even if it signed by a parent and not endorsed with an official school endorsement.

Definition of homeschooling according to Caribbean Center of Home Education Resources

According to the Caribbean Center of Home Education Resources, also known as TCHERS' (2021), homeschooling is an educational alternative in which parents and students take control of learning. The father or mother assumes the constitutional right to convey the education to his or her child. This process is developed as an interactive work between parent and student, since the process adapts to the interests, strengths, and weaknesses of each student. Home education is considered an educational alternative and not a competition traditional educational system. As stated by the Caribbean Center of Home Education Resources (2021), there are children/students for all types of scenarios in which they are functional: public system, private system, and homeschooling.

In addition to the types of scenarios, there are three (3) types of families who decide to offer home-based education to their kids. The first type of families consists of those who will homeschool only for a few months or a semester due to particularity, situation, or emergency. After their situation is resolved, they are convinced that they will re-enter students to the regular educational system. These families should evaluate if they really want to carry all the responsibility that homeschooling entails. The second type of families are those who will educate for a specified time (several years or during a student stage; elementary, middle, high school or higher). Understanding that at some point they could enroll their children back into the traditional school environment. Finally, the last type of families consists of those who will “homeschool” from the moment they make the decision and continue with the lifestyle, having no desire to enroll their children back into the traditional educational system (TCHERs’, 2021).

What is Homeschooling? The Caribbean Center of Home Education Resources defines homeschooling as a “lifestyle inspired by the love of the parents towards their children”. Basically, there are no rules to it. Values and principles are emphasized and go beyond the academic. The parent/educator must love being with their children every day, every second. In addition to, parents must be child-centered, and have the correct motivations and reasons to home-educate their children.

Reasons to choose home education around the world

Global Home Education Conference (2016), known as GHEC; is a leadership conference for policy makers, researchers, movement readers and parents interested in home education, assert that home education meets the needs of families who are not satisfied for distinct reasons. Among them are bullying, low academic standards, religious convictions, and philosophical

convictions. According to this movement, this “one-size-fits-all” reality of traditional schooling does not fit everyone.

Also, in a study conducted by Casoli-Reardon, Rappaport, Kulick and Reinfeld (2012) in (Glatthorn et al, 2016), parents may decide to homeschool their children due to school avoidance, which can be broken down into four (4) groups: cultural factors (the presence of gangs, guns, and bullying, make school an unsafe place), family factors (some families do not value public education), peer factors (social media and cyberbullying can create problems of harassment, creating anxiety) and neuropsychiatric factors.

Brian D. Ray is internationally known for his research on homeschooling. He is the founding president of the nonprofit National Home Education Research Institute (NHERI) in Oregon, U.S.A. Dr. Ray has been investigating the home school movement for over 30 years. His academic credentials are the following: Ph.D. in Science Education from Oregon State University, master’s degree in Zoology from Ohio State University, and a bachelor’s degree in Biology from the University of Puget Sound. He is a former professor of science and education at the undergraduate and graduate levels, a classroom teacher in both public and private school and he has taught home school students. Dr. Ray does research and speaks across the United States and internationally based on home education. He also serves as a witness in court cases and government bodies on home education (GHEC, 2016). Ray (2014) stated that parent’s motivation to home educate their children is due to wanting to teach and impart a particular set of values and beliefs, and a worldview to their children.

Brian Ray (2010) reported six (6) main reasons parents’ home school their children. Among them are the following: first, parent’s desire for the children to accomplish more than

they would accomplish by being enrolled in a public school. Second, parent's desire to use an individualized curriculum. Third, it is important for the parent to meet the child's needs and strengths by providing a different learning environment. Fourth, parent's desire to enhance family relationships among parents and siblings. Fifth, parent's desire to provide a guided socialization among children's peers. Sixth and last reason parents choose to home school their children, is related to safety issues. According to Ray (1999), education should be a parent's responsibility. Parents are entitled to choose how their children should be educated by deciding what form of schooling best suits the complex needs of their children.

In the study *Different reasons for one significant choice: Factors influencing homeschooling choice in Israel* conducted by Guterman & Neuman (2017), mentions that a lack of research on the relationship between the reasons for choosing homeschooling and the parents' personalities, educational background, and attitudes towards both homeschooling and the education system in general, exists.

The researchers used a mixed method design to examine these relationships. A total of sixty-two (62) parents completed three (3) questionnaires, of which forty-six (46) were women and sixteen (16) were men: Big Five Inventory (BFI), questionnaires on attitudes and last, demographic questionnaire. The standard deviation was 1.29. Secular participants were composed of fifty-nine (59) while three (3) were religious. The mother's average years of education were 15.93. Also, fifty-nine (59) of the participants were married and three (3) were single. All research participants, school aged children, were of elementary level.

The findings show that twenty-nine (29) parents chose to homeschool for pedagogical reasons only and thirty-three (33) parents for both pedagogical and family reasons. Four

Multivariate of Variance (MANOVA) analysis were conducted as means to determine whether the two (2) groups of parents who were divided based on whether they had chosen homeschooling for pedagogical reasons only or for both pedagogical and family reasons, differed in terms of educational background, personalities, attitudes towards homeschooling and the education system, and way of practicing homeschooling. The results of the analysis regarding the parent's year of education showed a significant difference between the two (2) groups of parents: $F(2,59) = 6.29, p < .01, \eta^2 = .18$. The results of the second analysis, which pertained to parent's personalities, showed no significant differences between parents who chose homeschooling for pedagogical reasons and those who chose homeschooling for pedagogical and family reasons: $F(5,56) = 0.87, p > .05, \eta^2 = .07$. The results of the third analysis revealed significant differences between the groups of parents in terms of attitudes towards homeschooling: $F(2,59) = 2.44, p < .05, \eta^2 = .08$. The results of the fourth analysis showed significant differences between groups of parents in the way in which they practiced homeschooling: $F(2,59) = 3.69, p < .05, \eta^2 = .11$.

According to the case study *Use your freedom of choice: reasons for choosing to homeschool in Australia* conducted by English (2015) "the decision to home educate is becoming increasingly popular." The reason home-education is chosen by Australian families is under research. However, this research was set to explore the links between families that unschooled and the parenting philosophies known as Attachment Parenting. According to English (2015), the Attachment Parenting model is generally due to philosophical reasons: religious beliefs, parental responsibility, concerns over quality of teaching, and social development, such as the avoidance of bullying and peer experiences.

A qualitative study with open interviews was conducted with a group of home-education families in one of Australia's most populated cities; Queensland, which consisted of a group of mothers who chose to home educate. Thirty (30) questions were divided into categories: parent's experiences of education, demographics of the children, children's experiences of education, and family's experiences of home education.

The data was analyzed using Critical Disclosure Analysis. The analysis revealed that there were links between the parents' beliefs about home-education and their devotion to Attachment Parenting. Findings showed that the reason parent's home-educate their children are deeply rooted in their belief about parenting. The participants had all followed an Attachment Parenting approach (an approach which is based on caregiving features such as infant cue and extended breastfeeding, child led wearing, co-sleeping, etc.) which was strictly aligned with home education.

In research conducted by Aurini & Davies (2005) *Choice without markets: homeschooling in the context of private education*, both authors assert that many home school families remove their children from schools because they believe their responsibility as parents is to educate them by providing forms of pedagogy. It also is practiced educating cultural benefits such as: parental values, strengthen family unity and "isolate", expose less their children from drugs, alcohol, peer pressure, and consumerism.

Among the findings held throughout conducted interviews with parents, Aurini & Davies (2005) encountered that some parents make emphasis on the individuality of the child's development. Parental motifs are to enhance a child's personality, talents, and sense of self, as stated by apparent in an interview: "*every child has some genius in them, something they are*

passionate about. Our job as a parent is to find that. And I don't believe the public school system does a very good job of that." A private teacher who runs an organization for homeschoolers describes her philosophy *"I really do believe in individually tailored education programs. I don't think much good comes at the mass level. I don't think you can dictate the pace at which kids learn."* Another parent mentioned that *"private schools were just for parents searching to be elitist."*

In an exploratory qualitative study conducted by Arai (2000) *Reasons for homeschooling in Canada*, the researcher provided an initial consideration of reasons for homeschooling in Canada. Semi-structured interviews with 23 families engaged in homeschooling in Ontario in British Colombia were conducted. The selection was done randomly by contacting two (2) home school organizations in Ontario and one (1) in British Colombia by seeking permission to talk to their members about taking part in this research.

The interviews consisted of questions about parents' motifs for homeschooling. How have they come up with the decision? How they carry out homeschooling daily and their perceptions of province education system, their thoughts about parental and governmental rights, and responsibilities for education?

The results were simple. Almost all the participants expressed a strong, spiritual, or religious commitment, but only eight (8) said this commitment was an important factor in their decision to teach at home. Some were Christian, Catholic or Protestant and others attend no church.

For some participants, the decision to educate their children at home was not precipitated by a specific incident. The process began with a general dissatisfaction with public school, which

led to an investigation for alternatives. Most families were not even aware of homeschooling as a choice. Some cases opted for homeschooling before their child even attended school.

Within their motivations, the author found that two (2) parents choose homeschooling because of bad school experiences. Negative memories of school do not appear to be a major motivation for homeschooling among parents. Overcrowded classrooms and lack of individual attention and problems outside the classroom were some of the interviewers' thoughts. "There are two (2) main problems with schools. (1) The environment isn't positive; kids are into drugs so early now and smoking" (interview 4). (2) Also, "kids are learning exactly what they have to memorize, that's not learning" (interview 5).

The parents felt it was their right to home school to decide their child's education. They asserted their right to control their education. "It's much my right and duty, as it is to feed them. I'd not be living up to my duty if I'd sent him to school" (interview 10). Most parents mentioned that homeschooling had helped strengthen the bonds among family members; "We're much stronger as a family now" (interview 13).

To conclude, homeschoolers were motivated by the following factors: their own negative experiences in school, their desire to strengthen the unity of nuclear family, their desire to live an alternative lifestyle and assert their right to decide their children's education.

Reasons parents choose home education in the United States

In research conducted on reasons why parents choose to homeschool, according to Abuzanda (2021), in his study *Reasons for choosing homeschooling and approaches most used: a qualitative content analysis*, it is asserted that there are several reasons parents choose homeschooling along with the curricular material used among them. The purpose of the study

was to review home school literature regarding homeschooling approaches, parents' motivations for selecting homeschooling, and technology integration. The main aim of this study was to use content analysis of some home school literature to determine best practices, approaches, and reasons for choosing a homeschooling approach.

As a research design and method, Abuzanda utilized content analysis method to guide inquiry. According to the researcher, Abuzanda asserts that content analysis method eases researchers in studying social phenomenon and characteristics without influencing through their research process. The researcher used critical discourse analysis in this study in establishing the existence of vital themes in a model of texts. Critical discourse analysis is a qualitative analysis approach for systematically describing, interpreting, and explaining the ways in which discourses construct, maintain, and legitimize social inequalities (Abuzanda, 2021).

Data collection was based on a review of articles to address the research questions. The articles in the study provided invaluable data in addressing the research questions, according to Abuzanda (2021). These included questions regarding the main approaches to homeschooling, parental motivations to homeschool, instructional technology integration, and facets of the learners' accomplishment of homeschooled children. Each of the articles included in this analysis was crucial to this study. The researcher analyzed data to inform the main approaches to homeschooling, technology communication variables, and motivations for homeschooling.

The instrumentation used for this study was a content analysis approach to code a similar article for data transformation. The coding process was completed over two (2) weeks according to the researcher. Codes were developed with the permission of the president of the researchers committee, information of the objectivity and context of the research, approach, coding

technique, and content analysis methods before evaluating the journal article. The researcher coded again one-week later.

The findings indicate the reasons parents choose homeschooling due to the following reasons: school violence, school overcrowding, pandemic COVID-19, racism, religion and morality, environmental and societal issues, and mental and physical conditions. Also, the findings indicate the most common homeschooling approaches: the traditional method, computer-based homeschooling, cooperative schooling approach, and classical education.

Thomas (2016), in his research *Instructional Motivations: What can we learn from Homeschooling Families?* asserts that the beneficial aspects of home education will eventually find their way into mainstream educational contexts. The purpose of this study was to extract the motivations behind homeschooling instructional decisions.

This ethnographic research conducted surveys and interviews from over 1,000 homeschooling parents across U.S. Participants were asked about their reasons for their instructional routines. The researcher questions were designed to reveal the motivations of homeschooling parents related to curriculum and instructional decisions. What's their pedagogical reasons for homeschooling structure and time? And what methods used among them suggested how their academic day should be arranged?

Part of the survey produced numerical data, although the research itself was qualitative and descriptive. The survey was composed of twenty-eight (28) closed and opened-ended questions. Completed survey responses were sent to the Qualtrics Research Suite for simple statistical analysis. Of 1,282 surveys, 1,055 were totally completed for an 82.3%. Once the survey was completed, there were five hundred (500) interview requests; nine (9) interview

participants were chosen based on the order they responded and the region they lived. Interviews were conducted by email.

The findings of the study were the following: 45% (472 responses) based their decision on child's learning style, 37% (388 responses) based their decision on personal preference, 1% (6 responses) based their decision on curriculum package. According to the findings, the methods and practices that come out of homeschooling communities should continue to be examined by public school officials (Thomas, 2016). Listening to parents will help bring a greater awareness of what is important to families, especially when regarding academic decisions. These reasons may influence positively on how public education is realized in the future generation.

In a survey conducted by Chandler (2015) titled *A Survey of the Factors Influencing Parents in Michigan to Select Full-Time Cyber Learning for their Children in Grades K-6*, he asserts the following: "there are many ways for parents to be involved in their child's education, and one of these ways is through a deliberate choice of which school the child will attend versus sending their child to the school district residency" (p.1).

The purpose of this study was to explore the factors that parents take into consideration when choosing full time cyber learning for their children's school experience. Quantitative design was used to implement this study. A descriptive study used an online questionnaire containing both forced choice and open-ended response items.

The findings according to Chandler (2015) were: parents seemed interested in individualizing their children's education and being able to inspire their values in their children by educating them at home. Emphasis on teaching the basics, teacher quality, bullying, special

education needs, and quality curriculum, were some of the factors that parents took into consideration when choosing the full-time cyber learning system option.

“Homeschooling and academic interest in this phenomenon, have increased tremendously over the last decade. The surge of African American involvement in the home school movement has also become noticeable”, according to Mazama and Lundy (2013, p.123). The purpose of the study *African American Homeschooling and the Question of Curricular Cultural Relevance* was to gain an insight on reasons why African Americans increasingly choose to educate their children at home with their discontent with common Eurocentric curriculum in an increasingly manner. The other purpose of this study was to present African Americans motivation for homeschooling.

Seventy-four (74) interviews were held in spring and summer of 2010 from different states in the USA. The main participants were from: Chicago with 29.7%, Philadelphia 25.7%, Washington D.C. 17.6%, New York 10.8%, Atlanta 8.1%, South Carolina 6.7% and Delaware with a 1.3% of participation.

Focus groups, observation of Black homeschooling parents and interviews were part of the data collection. Interviews consisted of two (2) parts: a survey that was based on demographic and background data for each home school family, followed by a semi-structured open-ended interview with the parent. Each interview had an approximate of two (2) hours. Then, three (3) focused groups understood 5-6 mothers, and sessions were conducted in 2011 to further investigate the home school experience of Black families. Finally, observations were made at forums. The data gathered in the focus groups and observations were used to complement and triangulate the data gathered in the individual interview and surveys.

The findings revealed general dissatisfaction with European ethnocentrism that characterizes traditional school curricula. According to answers from the interview, the school curriculum affects negatively the African American population, specifically children's self-esteem and sense of personal growth. The other findings based on African Americans decision to home school were the following: quality of education 23.5%, racism 22.4%, family bonding 12.8%, religion 8.9%, safety concern 7.1%, financial constraints 3.9%, moral-nonreligious 3.9%, too much homework 3.9% and the last reason, special needs with a 3.2%.

“Homeschooling has evolved as a viable alternative to public schools” as stated by Wagner (2008) in her research *Parental Perspectives of Homeschooling: A Qualitative Analysis of Parenting Attitudes Regarding Homeschooling as Opposed to Public Schooling*. This research serves as a purpose to identify and describe how parents justify their decision to home school rather than enroll their children in public school. It also serves to explore how parents are secure or insecure, about their beliefs towards homeschooling and public school.

This qualitative study was based on case studies. Self-reported questionnaires and participant's interview; open-ended questions were the main instruments held to parents of children in grades one through five in three (3) rural counties in Wisconsin. It used an initial questionnaire of five (5) families and five (5) familial case studies.

The data collection and analyses were held in a simultaneous way. Atlas/TI qualitative was used to categorize parent responses to obtain additional information; interviews were transcribed.

Among eight (8) specific areas that Wagner investigated, the one pertinent to this research study, are the findings related to reasons parents decide to home school. Findings

revealed the following: four of five participants (80) % wanted to be main influence in their child's lives and not have their children influenced by other teachers or students in public schools. The leading reasons parents decided to home school their children included religion and family values/morals (4 or 80%) and safety (1 or 20%). To conclude, findings revealed parents wanted their children to succeed by offering them a positive influence in their lives as well as teaching them solid family morals that parents felt only, they teach. Findings also revealed that parents believed that homeschooling environment is the preferred school environment.

Olsen (2008) asserts "the masses continue to be educated in government supported schools, and the loss of students to any educational alternative is perceived as a deviation from societal norm" (p.2). Based on this statement, he conducted a study titled *Understanding Parental Motivation to Home School: A Qualitative Study*. The purpose of this investigation was to answer the following: Why do people remove their children from traditional, public-school programs to initiate homeschooling and how well do public school personnel understand this motivation?

A qualitative case study of thirty (30) parents; twenty (20) mothers and ten (10) fathers from twenty (20) homeschooling families took part in a semi-structured face to face interview. Six (6) public school administrators and twelve (12) teachers from schools directly impacted by homeschooling were also interviewed. Specific populations of homeschooling families were interviewed; those that lived the experience or were involved with home-based learning. Data was collected throughout parent's stories and educator's description of their experience of students being removed from schools.

The findings revealed the following primary factors that initially motivated parents to home school: the negative effects of peer socialization, religion, child's special learning needs, negative personal experiences of parents as students, lack of administrative support, an incident at school including the child and last, unique environmental needs of families (Olsen, 2008).

The limitations of this study were the following: the participants of the study may have a preconceived idea of what the researcher was looking for and struggled to provide the perceived information rather than expressing their honest views. Also, as this is a phenomenon that may be emotionally sensitive, subjects may have been reluctant to provide their exact motives.

Recommendations for future studies consisted of ongoing research to explore the factors that caused parents to choose homeschooling. A better understanding of the initial motivations for parents to home school would help school administrators to plan how to respond to parents who have decided to home school. Second, a better understanding of what motivates parent's decision to return children to school would help public educators to meet the children's needs when they return. Third recommendation; a similar study could be performed in different states, especially in areas where there is a great diversity of ethnic groups, religious, socio-economic groups, and family structure with the primary research focus on the parents' initial decision to home school.

Green and Hoover-Dempsey (2007), in *Why do parents' home school? A systematic Examination of Parental Involvement*, conducted a study in which 136 homeschooling parents in southeastern state, were recruited by targeted, non-probability sampling through curriculum fairs, umbrella schools, Christian and eclectic home school groups and national home education support groups. The sample was obtained by surveys sent to two hundred-fifty (250) home

school parents of elementary school aged children, between the ages of 5 -13. A small incentive was given to participating parents for use at a local bookstore.

The parents took part in a questionnaire which assessed why parents decide to home school. A comparison was done between home schooling group and public-school parents, based on role construction, efficacy, and perceptions of life; 136 home school parents and 358 public school parents. The investigators hypotheses were that parents decide to home school for two (2) reasons: psychological motivators (parental role construction, parental sense of efficacy for helping the child learn, parental beliefs regarding schooling) and life context variables, feasibility of doing so.

The findings supported the expectation that homeschooling parents standing would be stronger than public school parents in role activity, beliefs, efficacy, perceptions of time and energy for involvement, and perceptions of skills and knowledge for involvement. Parents decide to home school for reasons as to those motivating many public-school parents', involvement in their children's education. Homeschooling parents believe they should play an active role in their children's education because they lean in the ability to help their child succeed in school learning and perceive that contextual factor in their lives make involvement of homeschooling possible (Green & Hoover-Dempsey, 2007).

The limitations of this study were the following: because there was no sampling framework on the homeschooling population, according to Green and Hoover-Dempsey (2007), it was not possible to know if participating parents were representative of all parents who home school. This makes it difficult to decide if the results are generalizable to home school parents overall. Also, all data collected was through survey measures. This limitation may pose some

challenge to construct validity, because the range of constructs measured, and participant's responses were limited by the survey design. Final limitation, study used self-report data, which may have created some favorable self-report partiality.

A future recommendation for this study conducted by Green & Hoover-Dempsey (2007), was to design a sampling framework of home school parents in a state where parents are required to report their decision on home schooling. Another recommendation was to include structured interviews with parents. Last recommendation was to examine parent-child interaction in both home school and public-school families, understanding this would provide useful information to the field.

Romanowski (2006) contradicted the myth of homeschooling motive due to religious reasons in his study titled *Revisiting the Common Myths about homeschooling*. Among the American culture, many people believe that most people home school for religious reasons. Romanowski refuted that myth by conducting some interviews among homeschoolers.

Romanowski (2006) findings were the following: parents object to what is being taught in both public and private school and they seek to strengthen their relationship with their children (2006). They also look to provide a genuine opportunity to gain experience because they are convinced that kids are not being properly taught at school by stating: "the content of school education is taught ineptly." These parents share a respect for their children's intellectual creativity and innate desire to learn. According to the interviewed parents, schools are often unable to serve children with unique learning styles or academic needs.

In conclusion, the expectation that public education should serve the needs of children from broad and diverse backgrounds should be reconstructed (Romanowski, 2006). Parents,

along with the school community need to work together to educate all children; no matter what form of education parents choose. “Our main concern should be that education whatsoever form it takes, maximizes the potential of all children” (p.129). Parent’s choices should be respected because this is the essence of a democratic educational system. Instead of constantly complaining and contrasting public schools and home schools, we should look at how each can learn from one another and then use this information to improve the learning experiences of all children, no matter what form of education takes place.

In a study conducted by Ed Collom (2005), *The ins and outs of homeschooling*, two (2) mayor aspects of homeschooling were investigated: first, factors deciding parental motivations of home school (the ins of homeschooling) and second, determinants of student achievement (the outs of homeschooling).

The researcher obtained access into the southern California K-12 Charter School which population consists of 551 students. It is important to point out that this school was founded by a group of homeschoolers and is run by them too. Parents are the instructors of the Charter School. However, the school is used as a resource for homeschooling advice, materials, computer classes, and extracurricular activities. Home school administration allowed the researcher to survey the parent from each of the 330 families that have children enrolled at the school. Out of 391 students, 235 parents completed the survey.

There were two (2) sets of dependent variables: parental motivations and student achievement. Sixteen (16) different motivation items were constructed into four (4) categories/models. These were: dissatisfaction with public schools, academic/pedagogical

concern, religious value, and family life. A standardized survey instrument was developed and administered to the parents. It was served electronically.

The results were as follow: model 1 *Critical for public schools*, homeschoolers of color were motivated to home school by their criticism of the public schools. Model 2 *Attracted to Home Charter School*, older homeschooling parents were motivated by their attraction to Home Charter. Model 3 *Ideological reasons*, parents not employed were considered conservative stay at home mothers; (these remain as part of the 1980's to 1990's wave of conservative, religious homeschoolers). Model 4, *Family needs*, were families that had no teaching experience and believed that their children had special needs. In conclusion, new homeschoolers appear to be mostly influenced by academic reasons, while ideological reasons are a less popular motivation to home school.

The limitations of this study were held within the technical difficulties encountered with the computer data collection program. Also, eight (8) of the items had two (2) missing values, three (3) of the items had three (3) missing values, two (2) of the items had five (5) missing values and one (1) of the items had six (6) missing values. All were recoded with the whole number nearest the mean to preserve the case. A future recommendation proposed by the author is to examine each reason under every model.

Reasons to choose home education in Puerto Rico

Homeschooling laws in Puerto Rico are not regulated, providing then a decreased amount of information regarding this educational tendency. “*Análisis comparativo sobre las causas que motivan a los padres elegir una educación tradicional o una educación en el hogar para sus hijos*” conducted in 2012 by Marisol Diaz Rosario from the Interamerican University, San

German Campus, was one of the few studies the researcher found on home education in Puerto Rico. The aim of this quantitative study was to perform a comparative analysis on the causes that motivate parents to choose a traditional education versus a home education and compare its findings with the sociodemographic information. The population was constituted by thirty (30) parents who enrolled their children in different private schools and thirty (30) parents who home educate their children belonging to the TCHERs organization.

The study was based on two (2) variables: sociodemographic characteristics and motivation. A questionnaire was used as the main instrument. A T-Test was used to conduct a parametric statistical analysis to measure both variables investigated. Results were that sociodemographic characteristics of the parents from private schools and parents that home educate are not linked with their motivations and their motivations do not differ from each other in a significant way. Both parents of private schools and those who educate at home, proved to select the teaching modality, due to the lack of values and security in schools.

“Home Education Policies in Puerto Rico: Towards the Uniformity of Management Process” a study conducted by Glenda Garcia Bonilla in 2017, was another study the researcher was able to find regarding studies done in Puerto Rico. The purpose of the study was to determine the administrative and management policies, and the rule the organizations that bring together homeschool families in Puerto Rico. The research used a qualitative focus, ethnographic, and case study approach. Seven (7) managers and sixteen (16) households took part in the study. The data was collected through two (2) interview instruments created by the investigator; one for the manager and the other for the administrator of the household. The triangulation technique was used to decide the divergence and convergence of the data collected.

The findings revealed that homeschooling families in Puerto Rico have an academic, socioeconomic, and religious profile. Mothers are dedicated to teaching at home and use various teaching methodologies to educate their children at home. There exists no uniformity in the administrative and management policies of Home Education Organizations. Individuality, moral and religious values have been created and adopted by many Puerto Rican families.

Among some reasons, TCHERS' (2021) mention that reasons for homeschooling in Puerto Rico are the following: dissatisfaction with the traditional system, incidents concerning school environment, too much academic stress, health / illness reasons, beliefs or philosophies, and unmet special needs of their children.

Reasons to remain in home education

Arai (2006) reported that due to a poor school environment, low academic standards, moral or religious beliefs, some parents took their children out of school initially. However, because of the positive changes in their children and the family bonding that was held, parents prevented sending their children back to public school.

One parent noticed a massive change in her 8-year-old daughter after a few months of homeschooling. She stated, "Before I was scared of my own daughter. But now, with home schooling, we've grown so much closer. It's amazing", (interview #3). Another parent talked about the change she saw in her teenage son as a result of homeschooling him for over two (2) years: "Before we started homeschooling, I didn't like him very much. He was rude, hostile and I really didn't like to be around him. Now he's a completely changed person and now I prefer his company to almost anyone else's", (interview #23).

Personal communications were held by the researcher at a NOT BACK TO SCHOOL PARTY from the WEAVERS SUPPORT HOMESCHOOL GROUP on August 24, 2018. It is the first meeting of the semester in which homeschool families gather to celebrate and initiate a new semester. The investigator was able to obtain reasons of why home school parents remained in this educational practice. Among the reasons were religious beliefs, reinforcement of individualized education, unsatisfaction with the traditional public school, flexibility with schedules and lack of student safety such as bullying, school shootings, drugs, sexual abuse, among others. The results were:

Participant # 1 (personal communication, August 24, 2018):

1. *“Reforzar las destrezas y educar a nuestros hijos de una forma Cristo céntrica y con altos valores éticos. Entendimos en un momento dado que la educación de nuestros hijos es parte de nuestro llamado.”*
2. *“La educación del sistema público no satisface nuestras expectativas académicas ni de seguridad (Ángel, mi hijo mayor, sufrió un ataque físico en la escuela).”*
3. *“Los nenes podían aprender mejor en un estilo individualizado.”*
4. *“Factores financieros nos limitan a tener como opción una academia cristiana privada.”*
5. *“A pesar de que uno tiene días bien cargados y difíciles, me satisface ver a nuestros hijos seguros, he visto cambios positivos en ellos en muchas áreas, como el carácter. Nos ha permitido compenetrarnos más como familia. Los nenes alegan preferirlo.”*

Participant # 2 (personal communication, August 24, 2018):

1. *“Proveer mejor calidad de educación.”*
2. *“Atender los intereses personales a cabalidad.”*

3. *“Evitar el “bullying” y proveer mejor y más saludables experiencias de socialización.”*

Participant # 3 (personal communication, August 24, 2018):

1. *“Libertad de cátedra.”*

“La libertad de enseñarles a nuestros hijos lo que creemos y saber que es importante, incluyendo nuestras creencias religiosas y sistema de valores y A DREDE evitando temas sin profundidad o relevancia en la vida adulta (es decir la vida real).

En nuestros años de escuela chocamos mucho con trabajos largos que presentaban ningún aprendizaje para la vida presente o futura del estudiante, así como temas que van en contra de nuestro sistema de valores y creencias.”

2. *“Más fácil.”*

“Ninguna escuela cubre la educación de los niños. Enseñan una parte y dejan el resto para la casa. Después de salir a las 3 hasta muchas horas de estudio en casa.

En mis años de escuela tuve que estudiar con algunos de nuestros hijos hasta las 6, 7 y 8 de la noche muchos días. Al final, era como darles las clases de regreso después de que salieran de la escuela. Pero en el plan de la maestra en vez del mío.”

3. *“Flexibilidad”*

“Homeschool” nos brinda la flexibilidad de elegir el cuándo y cómo nuestros hijos aprenden el cual es sumamente útil al balancear la educación de 5 estudiantes de diferentes edades, clases de música, terapias, necesidades educativas variadas y más.

En adición, la flexibilidad de convertir al mundo en nuestro salón. Los niños aprenden de todos los aspectos de la vida e interactúan con una variedad de personas en el diario vivir, son en muchos aspectos parte del desarrollo familiar completo desde la limpieza y

mantenimiento del hogar hasta aspectos económicos. Creo que nuestros hijos tienen un concepto más claro del valor del dinero que muchos de sus pares.”

Participant # 4 (personal communication, August 24, 2018)

1. *“Por la condición especial de uno de mis hijos, Déficit de Atención.”*
2. *“Le tengo miedo al acoso de los chicos en la escuela, ya que pase por ello.”*
3. *“Para reforzar nuestras creencias religiosas.”*

Participant # 5 (personal communication, August 24, 2018)

1. *“Deterioro del sistema escolar.”*
2. *“Vivir el proceso de desarrollo y crecimiento de mis hijos.”*
3. *“Por compromiso ético y moral para cambiar la educación del país (darles a mis hijos la oportunidad de una educación amplia y libre).”*

Participant # 6 (personal communication, August 25, 2018):

1. *“Una educación orientada a su estilo de aprendizaje.”*
2. *“Fortalecer valores utilizando como base los consejos bíblicos.”*
3. *“Crear un balance físico, mental y espiritual.”*
4. *“Promover un espíritu de servicio.”*
5. *“Educación integral: agricultura, música, domestica, manuales, etc.”*

Benefits of home education

In a survey conducted by Grubb (1998), *Homeschooling: Who and Why?* some benefits and disadvantages due exist. The survey was conducted to determine why parents in the state of Kentucky who homeschool their children chose homeschooling and what they considered the advantages of such educational alternative to be.

The participants of the study were sixty-nine (69) out of four hundred (400) members of the Kentucky Home Schooling Association (KHEA). These participants agreed to take part by returning a self-addressed stamped survey instrument. The four hundred (400) members represented the entire mailing list of the KHEA. The survey instrument consisted of eight (8) forced choices and five (5) open-ended questions. An effort was made to include questions that explain why parents have chosen to homeschool, how important the use of computers is to the decision to homeschool, what parents see as advantages and disadvantages of both homeschooling and public schooling, and what public schools can do to re-attract families who have decided to homeschool.

Among the advantages responded among the participants, the most common answer centered on the advantages were that the parents believed that their children could learn at their own pace, better at home than at school. Additional common responses were that homeschooling brings families closer together, that home-schooling provides students with "proper" social, moral, and religious values, and that there is an advantage of having a flexible schedule to teach the desired curriculum.

According to The Caribbean Center of Home Education (2021), some of the benefits of homeschooling are: having an individualized education, having control of the academic content and material along with its scope and sequence, being able to save money for a private education, freedom and flexibility in schedules, itineraries, vacations, extracurricular activities, breaks, strategies and methodologies in which if something does not work, it can be changed, it strengthens affective family ties, shows that learning is fun in a creative way, there is no concept of "late" or "early" because each child goes at his/her own pace, greater consistency to instill values and principles, and finally, the limitation of negative influences.

Based on *Homeschooling: Parents' Reaction*, Martin (1997), conducted a survey to twelve (12) homeschool parents from the Bronx and Manhattan, New York. The study discusses the reasons parents' home school, the curriculum, socialization, support groups, legal topics and requirements, and advantages and disadvantages of home-education. The study showed that most parents had been home schooling for over five (5) years, and all had a college education. Among the reasons for home schooling were, religion, opportunity for individualization, and ability to monitor closely children's learning and personal relationships (Martin, 1997). According to the study, all parents choose their own curriculum, and most were not concerned with lack of socialization, believing that socialization at public schools is negative and preferring to provide other social opportunities for their children, such as community group involvement (Martin, 1997). All parents found home schooling to be a tremendous amount of work, and all used a local support group.

According to Martins' study, there are many advantages to homeschooling. Some of the responses based on the advantages listed by homeschoolers were, homeschoolers can individualize the curriculum to meet the needs of the child, the children can learn at their own pace, more time can be spent with each child, children are not labeled "special ed.", one can teach one-on-one as needed, and one can monitor progress daily.

Disadvantages of home education

In addition to the advantages, Grubb (1998) also states the disadvantages in the study, *Homeschooling: Who and Why?* The survey was conducted to determine why parents in Kentucky who homeschool their children chose homeschooling and what they considered the advantages to be.

The participants were sixty-nine (69) of four hundred (400) members of the Kentucky Home Schooling Association (KHEA) who agreed to participate by returning a self-addressed stamped survey instrument. The four hundred (400) members represented the entire mailing list of the KHEA. The survey instrument consisted of eight (8) forced choice and five (5) open-ended questions. An effort was made to include questions that explain why parents have chosen to homeschool, how important the use of computers is to the decision to homeschool, what parents see as advantages and disadvantages of both homeschooling and public schooling, and what public schools can do to re-attract families who have decided to homeschool.

Among the disadvantage's responses provided by the participants, according to Grub (1998), there was a wider range of responses and few common answers to this question. One of the most cited answers was that there was no free time for the parents of homeschooled children. Another often stated response dealt with a variety of financial issues such as paying taxes for local schools without receiving any benefits for their money. Several responses mentioned the lack of peer socialization as a disadvantage of homeschooling.

According to The Caribbean Center of Home Education (2021), some of the disadvantages of homeschooling are: it is not for everyone since it requires commitment, organization, and lots of reading. Also, the parent must be willing to be with the child seven days a week. In addition, it is considered a “gasto” for public education families in terms of curriculum materials and resources. Another disadvantage is, the reentry to the public traditional system may require some documentation and the saving of evidence of the academic school year such as grades, extracurricular activities and so on. Furthermore, parents must assume distinct roles and responsibilities such as being a teacher, a parent, a cook, etc. This may generate excessive insecurity in the parents at the beginning due to the existing stereotype of school

cultures. Another disadvantage is that homeschooling requires a thorough study and evaluation of the curriculum, academic material, and resources that will be acquired for students according to their needs and interests. Home education also deals with the lack of empathy of those who are not familiar with this lifestyle, and it should be taken as a crucial step and responsibility, since it may be easy taking them out of the educational system, but difficult if deciding to enroll them back again.

Based on the study *Homeschooling: Parents' Reaction*, Martin (1997), conducted a survey to twelve (12) homeschool parents from the Bronx and Manhattan, New York. The study discusses the reasons parents' home school, the curriculum, socialization, support groups, legal topics and requirements, and advantages and disadvantages of home-education. The study showed that most parents had been home schooling for over 5 years, and all had a college education. All parents found home schooling to be a tremendous amount of work, and all used a local support group (Martin, 1997). Among the disadvantages found in Martin's study, the parents interviewed found homeschooling to be exhausting and a lot of work. Women complained of this because they were the ones who usually did most of the homeschooling (Martin, 1997). One father who shared the teaching of his children felt that there were no disadvantages to homeschooling. Only one homeschooler felt that the lack of science labs and materials were a disadvantage. She also felt that there was a need for organized sports. According to Martin (1997), the amount of time spent schooling and the preparation time were listed as the main disadvantages to homeschooling.

Curricular material used among homeschoolers

There is a variety of curricular material used among homeschoolers. It is important to recall that the academic material and curricula are used among homeschoolers and non-homeschooled students. The following curriculums are the most used among homeschool families: Abeka Book, Khan Academy, Lighthouse Christian Academy (Accelerated Christian Education), Sonlight Curriculum and My Fathers World.

Abeka Book curriculum was founded in 1954, by Dr. Arlin Horton and his wife, Beka. They initiated a Christian School in the city of Pensacola, Florida. However, they discovered a problem which was that textbooks and curriculum based on biblical educational philosophy were starting to disappear. Troubled by the desire of wanting to give their students the best education possible, both Dr. Arlin and Beka began producing their own academic material. When administrators and teachers from other Christian Schools saw how these materials could help their students, they asked if they could buy these materials, *A Beka Book* was born (Abeka, 2022).

Abeka Book uses the Spiral Approach. This Abeka's Spiral Learning approach begins with the basics, progressing to deeper understanding at age-appropriate times. There is a continual emphasis on review for ability, reinforcing specific concepts, then advancing to higher complexity. Every year and across subjects, concepts are reintroduced and applied in new ways. So, each time a child revisits the material, what they've learned is reinforced. This means children have multiple opportunities for mastering what they've learned (Abeka, 2022).

Khan Academy curriculum is an online personalized learning resource for all ages and grade levels. Khan Academy offers practice exercises, instructional videos, and a personalized

learning dashboard that empower learners to study at their own pace, in and outside of the classroom. Khan Academy offers courses of math, science, computing, history, art history, economics, and more, including test preparation (SAT, Praxis, LSAT) content. This online curriculum focuses on skill ability to help students and learners establish strong foundations (Khan Academy, 2022).

Lighthouse Christian Academy curriculum known as LCA, belongs to the Accelerated Christian Education (ACE) curriculum. The ACE curriculum is a bible-based K-12 program founded in the 1970 by Donald and Esther Howard in Texas. The ministry began to meet the need for an individualized, bible-based education for children. Mr. and Ms. Howard started the first Learning Center in their home. In just one year they had five (5) schools joining their staff training. Four (4) years later, by 1974, more than 5,800 schools across United States had implemented the program (Light House Christian Academy, 2022).

LCA curriculum is an official K-12 distance learning provider for ACE curriculum. The LCA allows parents to ease the child's education; by providing report cards, transcripts, and high school diplomas. LCA is fully accredited by Middle States Commissions on Elementary and Secondary Schools (MSA-CESS), Accreditation International (Ai) and National Council for Private School Accreditation (Light House Christian Academy, 2022).

ACE/LCA curriculum divides a textbook into PACES (bite sized workbooks called Packets of Accelerated Christian Education); based on self- instructional activities designed to develop thinking skills and create ability learning. LCA Core Curriculum provides students with academic skills building, reading practice character, and wisdom training of Gods world. This curriculum allows the student to go at their own individual pace. Some students may go at a

faster rate while others may go at a slower pace. Either way, they are encouraged to always do their best. Each core subject consists of twelve (12) paces per level; in this curriculum, the grade is substituted for level. A diagnostic placement exam places the student in their corresponding level allowing academic gaps to be fulfilled. The diagnostic test results show academic weaknesses. Most students complete seventy (70) paces per year. The core subjects that LCA includes are the following: Math (levels K-12), English (levels K-12), Literature and Creative Writing (Levels 2-8), Social Studies (level K-12), Word Building (levels K-9), Science (levels K-12) and Bible (Levels 1-6) (Accelerated Christian Education, 2022).

Sonlight curriculum is a complete, literature-based, homeschool Christian curriculum from Preschool through High School. Its curriculum is based on a liberal arts education that make emphasis on critical thinkers. This curriculum uses a variety of materials that goes beyond textbooks and memorization. Language arts, Science, Math, Handwriting, and Spelling, form part of the core curriculum. In addition to the basics, Art, College Prep, Computer Programming, Critical Thinking, Foreign Language, Health, Music, Practical Life Skills, and STEM are considered part of the added subjects (Sonlight, 2021).

Sonlight curriculum evolves around five (5) ideas. First, it is literature based, which implies that its learning is on an educational philosophy, based on children's natural curiosity and love for stories. This philosophy believes that a brain processes a story the same way it processes a real-life experience. Sonlight is the industry's leading literature-rich homeschool curriculum. Second, Sonlight is a Christ-centered curriculum which implies that the use of the academic program will allow the parent to raise their children in honor to Christ. Third, this curriculum is family oriented. It is believed that parents know their children best, and by using this curriculum, families can get the most from time together as a family. The activities are

engaging, and the books are attractive. It helps families connect, as they read, talk, and learn. Fourth, it is a global outlook which implies that Sonlight spends more time than the average curriculum outside the United States. Students learn about diverse cultures and learn to look at situations from others' perspectives. Fifth and final, Sonlight has academic excellence. Over the years, Sonlight students who apply for our college scholarship program have scored higher than the national average on the SAT. In 2012, the Sonlight scholarship applicant average was 395 points above the national average. These numbers include Sonlight students who applied for scholarships that value creativity, mission mindedness, and acts of kindness over academic performance (Sonlight, 2021).

My Father's World curriculum offers a Family Learning Cycle with curriculum packages that can be taught to children at several different grade levels, all at the same time. My Father's World Christian homeschool curriculum combines three (3) learning philosophies. These are: Charlotte Mason Influence, classical education and unit studies with a biblical worldview and global focus (My Father's World, 2021).

The first learning philosophy used in My Father's World, is the Charlotte Mason educational philosophy, includes living books, literature, timelines, Century books, and nature walks to inspire curiosity and a lifelong love of learning. Charlotte Mason was a British educator who dedicated her life to improving education quality in England in the late 1800's and early 1900's. Mason believed that children should be educated on real ideas through their natural environment. Part of Masons key principles applied to My Father's World curriculum: structured mornings with short lessons and unstructured afternoons, the study of other countries and cultures early in the educational process, the study of history in chronological order, reading

great literature by reading them aloud, creation of historical timelines, weekly nature walks, and direct contact with the bible from an early age.

The second learning philosophy is the Unit Study. Hands-on, unit studies make learning fun and by learning activities to a particular theme and incorporating a variety of subjects into one lesson, kids get engaged and retain more of what they learn.

The Classical Education homeschool curriculum approach divides a child's educational experience into three (3) stages: grammar/memorization, logic, and rhetoric. At My Father's World, they employ this same concept and divide the curriculum into three (3) stages: discover, investigate, and declare. The Discover Stage understands preschool to third grade. During the grammar stage of learning, children discover the building blocks for all other learning in future years. Teaching focuses on learning about God and his World, how to read and write, and an overview of history from Creation to the present. The Investigate Stage understands third grade to eighth grade. In the logic state of learning, children INVESTIGATE cause and effect as they begin to think more analytically and understand how facts fit together into logical framework. Integrating Bible, chronological history, geography, science, literature, music, and arts, help children to understand the world around them. The Declare Stage understands high school. During the rhetoric stage of learning, students learn to apply the rules of logic to their knowledge, to declare their conclusions both verbally and in writing. My Father's World integrates Bible, History, and English to help students grow in their understanding of a biblical worldview.

Teaching methods among homeschool families

According to the Caribbean Center of Home Education Resources (2021), there are different teaching approaches that exist among homeschool families. Many homeschooling families use more than one teaching approach to meet their child's educational needs. Parents design their unique teaching approaches based on the child's age or personality, the subject to be taught, the family's lifestyle, and the available curricular/academic resources. For example, a family may find that the Traditional Approach works best for math, but the Living Book Approach works best for history. In many cases they may even find themselves using something from all approaches (TCHERS', 2021).

The following teaching methods according to the Center Caribbean of Home Education Resources (2021) are: Delayed Studies, Classic, Unschooling/Natural Approach, Eclectic, Living Books and Life Experiences, Montessori, Principles, Traditional, Unit Studies, and Waldorf. Each one of these teaching methods will be further explained.

Delayed Studies Teaching Method ("Estudios Retrasados"):

Dr. Raymond Moore was part of an American group of educators who studied early learning for the United States Office of Economic Opportunity. Based on his research, Dr. Moore stated the following three (3) conclusions:

1. Many children experience unnecessary physical, mental, and emotional pressure due to being subjected to the school environment before their analytical skills, their senses of vision and hearing, their nervous system, and their motor coordination are sufficiently developed to be able to complete the academic tasks at which they are taught, to which are subjected.

2. Academic skills are taught before children have enough knowledge or lived experiences to understand what they are learning.

3. Children under 12 years of age who spend more time with their peers (peers of equal ages) than with adults, become dependent on their peers, that is, children learn to derive their self-esteem from other children.

Dr. Moore and his wife Dorothy, who have become two of America's leading advocates of homeschooling, have authored many books on this topic. They discuss the following themes:

- Formal education should be delayed until the child is physically, mentally, and emotionally ready. This will occur at different periods for each child, but the parent should be able to discern and decide when it occurs. It is preferable to start studies with multi-sensory programs, avoiding workbooks.
- The child's activities should be divided into, 1/3 of his/her time for studies, 1/3 of his/her time for family activities, and 1/3 of his/her time in service to others.
- Children who learn good habits, help with chores around the house and with family projects or businesses, they also learn to be responsible and to serve others within and outside the home.
- If partnerships with peers are carefully limited and guided, the family will remain the center of the child's life without becoming dependent on them.
- Children will excel academically when surrounded by caring and loving adults who interact with them, read to them, show great affection, and present enriching experiences.

- Projects or unit studies are the most productive teaching methods, but routine exercises help to master certain subjects such as mathematics.

As every curriculum, it has its pros and cons. The pros of this teaching method according to TCHERS' (2021) are the following: it allows the child to learn at his/her own pace, it avoids dependence on peers, it also makes emphasis on resilient personality; service to others, family involvement, and meaningful work. In addition, it allows more time to foster family bonding, and it avoids "academic burn-out". On the other hand, the cons of this teaching method are, the curriculum is difficult to explain to family, friends, and authorities, and it may delay the learning more than necessary (Center Caribbean of Home Education Resources (2021)).

Classic Teaching Method ("Método Clásico"):

At the time when the Nazis rose to power, Dorothy Sayer - the main proponent of this method - understood that, despite teaching children subjects, they were not taught to think, leaving them susceptible to being easily influenced by any tyrant who would be present. The solution to this problem according to her was to refocus education according to the Classical Method used in the Middle Ages. By using the Classic Approach, children under the age of 18 are taught through a method that uses learning tools known as "The Trivium." "The Trivium" consists of three (3) parts, each corresponding to the stage of development of the child whose goal is to enable them to be self-taught through language and thought.

The grammar stage is one in which the child is between the ages of 6 to 10 years, which is when he/she receives and memorizes information in an easy manner. This stage focuses on reading, writing, spelling, the study of Latin, the development of observation skills, listening,

and memorizing skills. The goal of this stage is to master the elements of language and develop a general structure of knowledge.

The dialectic stage initiates when children between the ages of 10 and 12, begin to demonstrate abstract and independent thoughts (usually becoming stubborn and argumentative). Instead of suppressing the tendency to argue, the teacher shapes it by teaching logical discussion, debate, and how to reach correct conclusions by supporting them with facts. The goal of this stage is to equip the child with thinking and language skills, enabling him/her to detect errors in an argument. The study of Latin continues, possibly adding Greek and Hebrew. The student reads essays, arguments, and critiques instead of literature. The study of History is more inclined to interpret events. The study of mathematics and advanced theology also initiated.

The rhetorical stage is the final stage of the "Trivium" trying to produce a student who can use language in a written, oral, eloquent, and persuasive manner. Usually, the student is ready to enter the Rhetorical Stage at the age of 15.

As every curriculum, pros and cons exists. According to THERs' (2021), the pros of this teaching method are, it matches the child's developmental stages, it teaches written, verbal expression, and thinking skills. It also allows students to "converse" with the great minds of the past by reading literature, essays, philosophy, theology, and so on. The cons are, there are few curricula available and up to certain degree, it could overemphasize classical and ancient disciplines (Center Caribbean of Home Education Resources (2021).

Unschooling Teaching Method ("Aprendizaje Natural"):

The Unschooling or Natural Learning Approach contemplates the theory of John Holt, an American educator of the 20th century, who concluded that children have an innate desire to

learn and a curiosity that guides them to learn what they need to know, when they need to know. Holt understood that this curiosity and desire are being destroyed by the usual teaching methods. He writes in his book "Teach Your Own" that children do not need a new or better study program, but instead, more access to the real world, along with enough time and space to contemplate their experiences, play and use their fantasy ideas to give them meaning. Holts also discusses that children need advice, maps, guidebooks, to make it easier for them to get where they want to (not where we want them to go) and discover what they want.

On the other hand, "unschooling" refers to any approach to learning that is less structured, allowing the child to pursue their own interests, with the support and supervision of the parents, and allowing the child to learn through their involvement in the world of adults. The child is surrounded by a rich environment of books, learning resources, and adults whose lifestyles revolve around learning and who are willing to interact with the child. The academics in a formal manner, if pursued, is used when the need arises. Through this approach, children are taught or "disciplined" by adults who include them in their duties. Parents who favor a less structured approach, but with defined goals, prefer to be called "relaxed home educators".

The pros of this teaching method are, it requires less planning, it captures the child's "teachable moments", and children have access to the real world, with a lot of time and space to analyze things personally. These children are less likely to "burn out" academically, the child can inquire about a subject as deeply as he/she wishes. Finally, it provides a model of disciple self-learning. The cons are, it is very unstructured, as a parent some subjects can be skipped, it is difficult to analyze the level of learning and keep records, it may lack of sense of security provided by study programs, it is extremely child-centered, and it is difficult to explain to others (Center Caribbean of Home Education Resources, 2021).

Eclectic Teaching Method (“Método Ecléctico”):

A traditional definition of the word “eclectic” in the dictionary is: “formed by the combination of elements or from a variety of sources” or that tries to reconcile ideas or tendencies of diverse systems. Therefore, it is proper to say that a person who uses the “*Eclectic Method*” is one who looks at different approaches and methods and takes something from each and forms his own philosophy. This is eclectic, we take from various sources and form a method that accommodates the interests of our children. “An eclectic homeschooler may like the unschooling or unschooling method, but at the same time he/she may think that the child should have some guidance in his/her education, perhaps he/she can adapt something from the traditional method and in turn can use unit studies. There are numerous of resources that an eclectic homeschooler can use (TCHERs’, 2021).

In terms of benefits, one of the most common benefits of the eclectic homeschooler is the fact that children most of the time could decide what they do, study, and learn. While parents offer some ground rules or homework, allowing children to determine their own course of study, this often keeps them motivated, interested, and striving for more.

In terms of disadvantages, the following are some drawbacks to this traditional mode of teaching, the most common being the fact that many children grow up with a routine, and routine is not an ingredient in being an eclectic homeschooler. For example, in a curriculum, if we use the eclectic method, we are rarely going to use a resource exactly as the instructions say. We are going to have the information and we are going to shape it, restructure it, to get the benefit we want from it. An important word often used to refer to this teaching method is “seems.” Eclectic homeschoolers wear what “looks” best for them, at once. But as we all know; things are not

always what they seem. The choices eclectic homeschoolers make are not erratic. The methods and resources they choose are to follow the educational goals they have for their children, or because of the temperament of their children, if it is a child who has needs, and according to the learning styles, all this is considered in deciding how to homeschool and what to use. Occasionally, what seemed best does not turn out to be best, and at such times it can be frustrating.

Resources: the world is a resource for eclectic education. As mentioned above, everything can be molded or shaped into some curriculum. To avoid making mistakes, many eclectic homeschoolers are excellent resource seekers. All things, all the world, all places, all are resources (Center Caribbean of Home Education Resources, 2021).

Living Books and Life Experiences Teaching Method: (“Libros vivientes y experiencias de vida”):

The Living Books and Life Experiences approach is based on the writings of Charlotte Mason, an early 20th century English educator who saw the new academic trends as horrors. Among them:

- The tendency to treat children as a container or receptacle to be filled with pre-digested information.
- The tendency to break knowledge into thousands of isolated pieces of information to be stuffed into “child containers”.
- The tendency to create artificial learning experiences.

- Mason believed that children should be respected as individuals, should be involved in real situations, and be allowed to read educational books rather than what she called "twaddle" - material with no educational value.
- Mason considered that education failed when it produced children who did sums, or read more difficult books, but lacked moral or intellectual power. Children should be involved in real situations with a broader spectrum, and with ample time to play and create.

The method consists of teaching children holistically through living books, lived experiences, and good habits. Her approach is summarized in that education is an atmosphere (relationships, home environment, enjoyment of nature, health), a discipline (training children with good habits that serve them well when they grow up), a life (thought lively and interesting that make sense), not facts to learn or memorize. *How to put into practice the methods used by Charlotte Mason?*

1. Short lessons (small 15 to 20 mins, large 30 to 45 mins).
2. Practice habits of attention and correct execution.
3. Use live books instead of textbooks (books written in the form of stories by knowledgeable and enthusiastic people).
4. Narration (can be oral, written, drawn, acted, or sung. Develops critical thinking, order, and diction).
5. History (read biographies of characters in the form of diaries, letters, not just events and dates).

6. Geography (identifying countries and natural regions while reading a biography, short story, or novel).
7. Copy (practice writing with short lessons emphasizing doing it well and not filling in the paper).
8. Study of nature (enjoying and observing, making annotations, or drawings).
9. Mathematics (manipulatives, knowing the why and how to apply it to life).
10. Study of art and music (exposure to original works to appreciate and describe it).

The pros of this teaching method are it stimulates curiosity, the creative thinking, and a love towards learning. It eliminates the heavy lifting, and it makes emphasis on character development and good habits. The cons are it tends to be a very well child-centered curriculum, in addition to the few prepared study programs it has. It may neglect higher level studies because of its emphasis on art, literature, and nature. Also, you could focus more on books than on the application of knowledge and it could become very eclectic (Center Caribbean of Home Education Resources, 2021).

Montessori Teaching Method (“Método Montessori”):

María Montessori was the first Italian woman to obtain a doctorate (Psychiatry) in 1896. After developing three (3) different theses, she specialized in Pediatrics, and was assigned to work in the ghettos of Italy in 1907. It was when she then created Casa Dei Bambini, (House of Kids). Her philosophy was based primarily on the fact that children learned by natural curiosity that arose in them to explore everything around them.

The method is conducted with the use of manipulatives prepared and designed so that the children's hands are their educational guides. They are preferably made of wood and allow the child to learn to widely develop concentration, coordination, and work habits in an almost independent way.

During her experience she discovered that most children needed to learn to function in daily life. Based on that, she developed exercises which she called “Practical Life”. Her genuine intention was to prepare them for their personal independence. These exercises range from serving food with cutlery, washing dishes, using spoons, pouring liquids from a jug into a smaller container, etc.

Montessori, in addition to practical life exercises, created exercises to be used with manipulatives and to work on sensory areas, culture, music, reading, mathematics, and geography. The child is allowed to know his/her body before the environment. Children educated in the Montessori approach often learn to write before reading, although the process occurs almost simultaneously. This is so because the physical development of children includes the use of a mobile alphabet.

The Montessori Method teaches reading at an early age; first the sounds of the letters and then the name of each one. The Montessori classroom is called “environment”, and no desks are used. Dr. Montessori gave significant importance to the movement of children while they learn, and one of the characteristics of the “environment”, is that all the furniture is the size of the children, thus allowing easy access to the materials by themselves and from this. This way, they are encouraged to feel the desire to learn by themselves without being forced. The teacher is

called "guides." They do not dictate teaching, but rather facilitate learning for children (TCHERS', 2021).

Montessori observed that there were sensitive periods by which children learned to acquire skills, to follow an order, to put things organized, to count, to read, and based on that, she developed her method. The period from birth to 3 years (children are absorbing minds and work with basically sensory experiences); period from 1.5 to 3 years (language development); period 1.5 to 4 years (muscular coordination, they are motivated by small objects); 2-4 year period (refinement of movements, sense of truth and reality, awareness of a sequence, order of time and space); period from 2.5 to 6 years (sensory refinement); 3-6 year period (susceptibility to the influence of adults); period of 3.5 to 4.5 years (writing); period from 4 to 4.5 years (sense of touch) and period of 4.5 to 5.5 years (reading).

The pros of this teaching method are, the child is the most important, the development of the child is according to his/her own rhythm and does not encourage competition between peers cultivating individualized learning. The guide or teacher uses different educational activities so that no one is doing the same. Among these: drawing, counting, experiments, use of magnets, matching cards with animals, country flags, puzzles, and the use of pictures. Observation of the child is used based on his/her work (scientific method). And it helps to create an awareness of the needs of others, by encouraging older children to help younger ones.

The cons of this teaching method are it may create concern among parents requiring parents to receive some training on the method. In addition to, it might create problems of adaptation to the new system from the child's perspective. Also, it requires parents to always reinforce their child's Montessori experience. Furthermore, parents must make everything that

the child is going to use in daily life, accessible to the child at home. Another con is that this method is used mostly for primary grades and is rare in intermediate and higher grades.

Therefore, a transition from the Montessori Method to the traditional method requires evaluation and supervision so that the student is not affected. Finally, manipulatives to conduct the method are expensive. If the guide does not have the creativity to invent an equivalent material at home, the excessive cost of the original material can be demotivating according to the Center Caribbean of Home Education Resources (2021).

Principles Teaching Method (“Método de Principios”):

This approach results from an effort to restore the three (3) concepts vital to American Christians: knowledge of their Christian history, understanding of their role in spreading Christianity, and the ability to live by the biblical principles upon which the American nation was founded. This approach is a way of life, not just of raising children.

These principles govern all aspects of life, and in education, each subject is studied according to their application. These principles are as follows:

- Individuality (God has created differences in people, nations, etc.)
- Self-government (Government begins in the hearts of man).
- Christian character
- Consciousness is the most Sacred Property.
- Christian Form of Government
- How the seed of local self-government is sown.

- The Christian Principle of American Political Union

There are four (4) emphasis in this educational approach. First, there is an acknowledgment of the Hand of God (Providence) in history, particularly in American History. Second, there is the understanding that God has ordained three (3) governmental institutions — the home, the church, and the civil government — through which they unfold their purposes and represent Christ on earth. Third, each person learns to think “governmentally”, that is, they become capable of determining “who” or “what” is creating, maintaining, guiding, controlling, feeding, restricting, directing, or regulating each experience, whether in life, personal, society, education, or in politics. The Principles Approach emphasizes the responsibility to understand God's government in all spheres of life. Fourth, the student assumes the responsibility of educating himself and applying discovered knowledge in his own life.

This approach can be applied to the study of any subject with the use of notebooks to write down the “4 Rs”, which are:

- “*Researching*” - Researching the Word of God to identify the basic principles that govern each subject and to find its origin or biblical purpose.
- “*Reasoning*” - Rationalizing biblical principles and concluding from Scripture, the biblical meaning of each subject.
- “*Relating*” - Relating the discovered principles to the personal character of the student.
- “*Recording*” - Recording the individual application of biblical principles to the subject and the student.

The pros of this teaching method are the following: students learn to think “governmentally”, students become self-taught, students learn to apply biblical principles to life as a whole and students create their own texts by noting and recording what they have learned. The cons of this teaching method are, it could present a very pigeonholed view of life and history, it mainly focuses on a narrow portion of history, requires a lot of preparation and a lot of training from the teacher, prepared syllabi are available only for selected subjects, and extremely literal approach to Scripture and History (Center Caribbean of Home Education Resources, 2021).

Traditional Teaching Method (“Método Tradicional”):

All materials used in homeschooling fall into two (2) main categories: curricula with textbooks and curricula without texts. The first provides textbooks for each grade and in each subject, and it covers a daily sequence which increases through twelve (12) years, 180 days per academic year. Generally, manuals for instructors, tests and records are provided that correspond to each text. The textbook plans assume that the home-school will be run as an institutional school.

The working texts are the instrument for the children to learn their lessons, do their assignments, and be examined. Each working text holds tests or exams to measure whether the material has been understood by the student before continuing to the next section. Such texts, allow more independent study time and require minimal time, preparation, and supervision.

The pros of this teaching methods are, all material is already provided for easy use, maintains a standardized scope and sequence, commonly that of public schools, makes you feel like you are at or attending school, has definitive milestone achievement, and examining and

awarding grades is easy. The cons are, it does not consider the strengths or weaknesses of each child, assumes that there is a body of information which forms education, and that it can be divided into daily increments. Treats the child's mind as a container to be filled with information, focuses the transmission of information through artificial experiences instead of applied knowledge. It is oriented towards the blackboard and directed by the teacher. Children of different ages study dissimilar materials, (it is expensive when there are several children), it emphasizes on original or independent thinking, and has a high percentage of “burn out” or “academic burnout” (Center Caribbean of Home Education Resources, 2021).

Waldorf Teaching Method (“Método Waldorf”):

Education, according to this approach, is based on the human being, being of body, spirit, and mind. The methods used are based on the premise that the child develops during several stages, from childhood to adulthood; the curriculum is specifically designed to work with the child through these stages. The Waldorf philosophy brings a depth and beauty to education, as well as a time scale for introducing certain subjects at certain ages based on the unfolding of the child's consciousness.

The Waldorf Method was developed by Rudolf Steiner, an Austrian philosopher and educator, who created an education system consistent with "Anthroposophy" - Anthroposophy - (from the Greek "anthropos-sephia" or human wisdom) which supports that the human being is a fundamentally spiritual being and deserves respect as the embodiment of that spiritual nature. In educational terms, this means aspiring to develop the child's innate talents and abilities and not those of government or economic forces, promoting creativity and free thought.

While "Anthroposophy" forms the theoretical basis of the Waldorf Method, it is not taught to students. The curriculum is as broad as time allows and balances academics with arts and hands-on activities. Through the free use of art and activities at the service of teaching academics, an internal motivation to learn develops in the student, discarding the need for competition, exams, and grades. The use of electronics, especially television, is strongly discouraged.

Distinctive features:

1. Academics are “discouraged” during the early years - academic content is not used in kindergarten, minimally in first grade; in second grade they introduce letters artistically and learn to read from their own writing between second and third grade.
2. Art, music, and gardening are central, not merely secondary, or extracurricular since the child responds better to art and music than to dry speeches and memorization. All the children learn is to play the flute and to weave.
3. No textbooks are used in the early grades. All children have their own lesson books which are their own workbooks - essentially, they produce their own “textbooks” in which they record their experiences and what they have learned. In the higher grades, texts are used to supplement the work of the main subjects.

The pros of this teaching method are encouraging creativity and fun in the early years / grades, stimulates personal questioning and reasoning, develops sensitivity and sensitivity. The cons are, requires parenting time and preparation during the early years / grades and materials can be expensive (Center Caribbean of Home Education Resources (2021)).

Abuzanda (2021) in his study *Reasons for choosing homeschooling and approaches most used: a qualitative content analysis*, also identified teaching approaches most used among homeschool families. According to Abuzanda, homeschooling approaches is defined as teaching procedures or methods specifically for homeschooling (2021). These homeschooling approaches according to his study are: The Charlotte Mason approach, Classical education, Un-schooling, Correspondence schools and school-related umbrella organizations, Traditional school at home settings, Cooperative schooling, and Computer-based homeschooling approaches.

Abuzanda (2021) describe each approach; the Charlotte Mason approach is a Christian technique pre-packaged with resources and managed by an instructor with short schedules aimed for individual interests and academics. The Classical education approach is an approach that makes use of pre-packaged programs that use subject matter with regards to the learner's cognitive growth. The Un-schooling approach is an individual learner-led technique which adopts activities that allow help from teachers or parents particularly when the learner consults. Correspondence schools and all school-related umbrella organizations are conventional associations in which students enroll as homeschoolers with limited school opportunities. The Traditional school at home settings is a technique which is a duplication of conventional teaching using pre-packaged curricula. The Cooperative schooling is an eclectic approach where parents work together in developing lessons through individualized curricula and/or homemade curricula. Finally, the Computer-based homeschooling approaches are homeschooling techniques used in bought virtually packaged products or in organized virtual correspondence programs.

Homeschool Curricular Guide

According to the Center Caribbean of Home Education Resources (2021), Acevedo proves the following information regarding homeschool curricula guide:

Traditional (matches school curricula by offering textbooks and workbooks for specific grade levels). The curricula are:

Abeka Book, Alpha Omega Switched on Schoolhouse, Alpha Omega Life Pac, Bob Jones University Press, Bookshark, Calvert School, Christian Light, Christian Liberty Press, Critical Thinking Co., Modern Curriculum Press, Rod & Staff, Sonlight and Time4Learning.

Classical Education (an approach based on grammar, logic, and rhetoric stage). These are:

Claritas Publishing, Classical Academic Press, Classical Conversations, Cross Seven, Memoria Press, Mystery of History, My Father's World, Robinson Curricula, SETON Home Study, Story of the World, Tapestry of Grace, and Veritas Press.

Unit Studies (master-based approach to learn about a specific theme or topic) These are:

Build your Library, Five in a Row, Gather "Round Homeschool", Konos, Layers of Learning, Learning Adventures, Magic Forest Academy, Moving Beyond the Page, My Father's World, Tapestry of Grace, Trail Guide to Learning, Unit Studies by Amanda Bennet, Weaver and WinterPromise.

Charlotte Mason (based on Charlotte's belief that you must educate the whole person, not just the mind). The curricula are:

A Gentle Feast, Ambleside Online, Beautiful Feet Books, Blossom, and Root, Bookshark, Build your Library, Dreaming Spires Home Learning, Five in a Row, Heart of Dakota, Magic Forest Academy, Masterbooks, Queen Homeschool, Simply Charlotte Mason, Sonlight, The Good and the Beautiful, Trail Guide to Learning, and WinterPromise.

Distance Online Learning (computer-based learning). The curricula are:

Abeka Distance Learning, Aceilus Power School, Alpha Omega Switched on Schoolhouse, Bob Jones University Distance Learning, Bravewriter, Bridgeway Academy Homeschool, Calvert Homeschool, Connections Academy, Essentials in Writing, Funcation Academy, K-12, Liberty Online Academy, Memoria Press, Next Level Homeschool, Oak Meadow, Reading Eggs, Storyline Online, Study.com, Supercharged Science, Time4Learning and Veritas Press.

According to TCHERS' (2021), every parent should select the material according to the style of child's learning, selected teaching method, weaknesses, strengths, interests of the child and budget. Also, parents should be given the task of studying the different curricula that exist and avoid buying what is suggested by third parties, friends, or family. Why? Because every child is different and deserves the curriculum selection based on the child and not based on other families. In addition to these suggestions, parents should avoid transmitting their language deficiencies on to your children. For example: it is common to see parents buying material only in the language they know (Caribbean Center for Home Education Resources, 2021). It is ideal to expose the child to one or more languages, even if they don't master them. This can be taken as a personal challenge to learn and provide the best for their child. Furthermore, Acevedo

(2021), suggests that every family should designate a budget for homeschooling. This budget can be for materials, books, notebooks, modules, online resources, memberships, tours, extracurricular activities, plays, trips, Achievement Days, etc. By the family knowing their financial limit, it can help them plan better for the academic school year. Among the viable options that are within the family's budget, this can involve the student in the choice of the material, if the level of understanding allows the student to express opinions regarding tastes and preferences. For this choice, the decision-making process between the child and the parent, can browse books, notebooks and request demos or free samples of the material to see if they are of the student interest (Caribbean Center for Home Education, 2021). Some useful equipment that is recommended are: computers ("laptop" or "desktop"), tablets, Internet, printer, laminator, etc.

Summary

This chapter begins describing the origins of mandated education (Parkay & Stanford, 2001), the movement of homeschooling in United States (Guterman & Neuman, 2017; Olsen, 2008; Proyecto Salón Hogar, 2015; Caribbean Center Home Education, 2021; McNeil, 2006; Ortiz, 2006; Murphy, 2013; Glatthorn, Boschee, Whitehead & Boschee, 2016 and the pioneers in the homeschool movement which were John Holts, Raymond Moore and Dorothy Moore (Murphy, 2013; Ortiz, 2006;). Homeschool laws in global terms (Global Home Education Conference, 2016) and in Puerto Rico (Home School Legal Defense, 2019; Caribbean Center of Home Education, 2021) along with the definition of home-education are also presented in this chapter.

Along with the history of home education and its laws, studies on reasons parents choose to home educate around the world (Global Home Education, 2016; Glatthorn, 2016; Ray, 2014;

English, 2015; Aurini & Davis, 2005; Arai, 2000) is included in this chapter. In addition to, studies of reasons parents choose to home educate in the United States (Abuzanda, 2021; Thomas, 2016; Chandler, 2015; Wagner, 2008; Olsen, 2008; Green and Hoover-Dempsey, 2007; Romanowski, 2006; Collom, 2005) along with reasons parents choose to homeschool in Puerto Rico (Diaz Rosario, 2012 and Garcia Bonilla, 2017) are also included in this chapter. Furthermore, studies of reasons to remain in home education (Arai, 2006) along with participants personal communications held by the researcher are presented as part of the literature review. This chapter also presents the benefits (Grubb, 1998; Caribbean Center of Home education, 2021; Martin, 1997) and disadvantages of home education (Grubb 1997; Caribbean Center of Home Education, 2021; Martin, 1997), curricular material used among homeschool families such as Khan Academy, Abeka Book, Lighthouse Christian Academy, Accelerated Christian Education, Sonlight Curriculum and My Fathers World; the different teaching methods that exist (TCHERS', 2021) and finally the homeschool curriculum guides (Caribbean Center Home Education, 2021).

Limitations of the literature review

The literature review of this study has limitations. Among them are the following: many studies conducted in United States are available since homeschooling in the United States is regulated by the law. However, in Puerto Rico, even though homeschooling is legal and is practiced by many families, no regulations exist. Because of this, the investigator found that studies in Puerto Rico are rare. The researcher found few evidence or research that reflects the reality of the practice of homeschooling in the context of Puerto Rican families. Also, the investigator found there is truly little evidence of how parents perform the educational process of

their children, which resources they use, which content they teach, and any information related to home education in Puerto Rico.

Chapter III

Methodology

The aim of this study was to identify the factors parents took into consideration when choosing to homeschool, to identify the factors parents took into consideration to remain in such practice and finally, to explore the selection of curriculum options between homeschooling families of two different geographical regions in Puerto Rico. This chapter includes a description of the research design, the description of the research participants, the sample selection, the data collection method, interview, triangulation, procedure, and data analysis.

Description of the research design

The design of an investigation refers to the plan or strategy employed in order to obtain the desired information (Hernández, Fernández & Baptista, 2010). “Qualitative investigation is based on specific relevance on individual manner of living” (Flick, 2004, p. 15); qualitative research also has the benefit of ongoing data collection and analysis. Therefore, this non-experimental qualitative study employed descriptive research, primarily: case studies, to identify the factors parents take into consideration when choosing to homeschool, to identify the factors parents take into consideration to remain in such practice and finally, to explore the selection of curriculum options between homeschooling families of two different geographical regions in Puerto Rico.

According to Hernández et al., (2010), “a case study analyses in a profound manner a unit to respond to the research problem and to create a theory” (p.162). According to Lucca & Berrios (2003), a case study implies an intensive study of diverse aspects of a same phenomenon. The American Psychological Association also defines case studies as “reports of case materials

obtained while collaborating with an individual, a group, a community, or an organization. Case studies illustrate a problem, a means for solving it and a shed of light on needed research” (p. 11). The purpose of this research design was to search for an explanation of a particular phenomenon. Throughout the case study, its goal is to obtain as much information as possible directly from the participants, as stated by Hernández et al., (2010). It consists of an exploration of a system or a case in which time is crucial and every single detail in the process of gathering information is as important as the multiple sources of information from which the investigator decides to choose.

Case studies suited within this design because it is flexible when dealing with the selection of participants and it allowed going more deeply into unexplored topics. It also allowed the researcher to investigate further, to understand the home environment and the family unit. Case study does not aim to find a correct answer, but instead to explore (Lucca & Berrios, 2009).

Participants of the study

The participants for this qualitative research study to investigate the factors that lead parents to choose homeschooling, to remain in such educational practice and to explore into homeschool families’ curriculum options, consisted of ten (10) homeschool families. These ten (10) families were divided in two (2) groups: five (5) homeschool families belonged to the homeschool support group “WEAVERS del Oeste” from the municipality of Mayaguez (in the western part of the island of Puerto Rico) and five (5) homeschool families belonged to the homeschool support group “Rayitos del Saber”, from the municipality of Trujillo Alto, (in the Metropolitan Area of Puerto Rico). Both homeschool support groups belong to the TCHERS’ organization.

The Western Home Education Association - A Variety Enriched Resource, known as WEAVERS, is an eclectic homeschool support group composed of homeschool families. These families live in various towns in the western side of Puerto Rico. The “Rayitos del Saber” homeschool group consists of home-based education families in the eastern area of Puerto Rico. The purpose of the group is to offer educational, recreational, family-oriented activities, and to share resources that contribute to and support the homeschooling experience. It is a non-sectarian group that respects and accepts all educational philosophies and religions to provide better socialization and learning opportunities for the children, as stated on the TCHERs’ webpage. These groups get involved in a wide variety of activities to enrich the experience. Among the activities of these homeschool groups are the following: Achievement’s Day, Science Fair, Field Day, Activities of community work, Grandparents’ Day, Puerto Rican Culture Day, Summer Camp, Reading Marathon, Educational cooperatives (Science class and Spanish), Passport through the towns of Puerto Rico, and friendship mailbox. These activities may vary depending on the population needs and desires.

Members belonging to these support groups did not necessarily live in the municipalities of Mayaguez and Trujillo Alto. However, they must have lived near the municipalities of Mayaguez and Trujillo Alto in order to be part of the homeschool support group. From the sample selected, parents were the primary participants and the directors of the homeschool support groups (*Sara Ramos from WEAVERS and Glorie Acevedo from “RAYITOS DEL SABER”*) were the secondary participants.

The secondary participants were Glorie Acevedo (director of “*Rayitos del Saber*”) and Sara Ramos (director of WEAVERS). Their role was to provide the researcher a list with those participants from both homeschool support groups, which they believed met the inclusion criteria

established by the researcher. The list included names, emails, and phone numbers of possible participants. Based on this list, the researcher was then in charge of contacting the participants by sending to their email the invitation to take part in the study.

Sample population

Glorie Acevedo and Sara Ramos provided the researcher with a list of those participants belonging to their homeschool support group that met the inclusion criteria. The list included the participant's complete name, phone number, and email address. As soon as the researcher received the list, she then proceeded to contact the participant by email, sending him/her the invitation. The sample of this study consisted of possible homeschool parents: either father or mother, or legal tutor/guardian. First, the researcher sent email number one (1) titled: *“INVITACIÓN PARA PARTICIPAR EN INVESTIGACIÓN”*. This first email included the attached invitation. The participant read the invitation and responded to the email *“SI, DESEO PARTICIPAR”*. Then, the researcher sent email number two (2) titled *“PROCESO DE CONSENTIMIENTO INFORMADO”*. The participant carefully read the document, marked with an X, *“ACEPTO O NO ACEPTO”* and signed the consent sheet (which is in PDF). The participant then returned the consent sheet to the researcher's email.

Sample selection

The researcher used one of the strategies employed from the intentional sampling method. The intentional sampling method consists of a non-probabilistic procedure which selects a group of individuals for a sample meeting a specific criterion. This non-probabilistic sampling consists of selecting cases with abundant information for detailed studies according to McMillan and Schumacher (2005).

The strategy from the intentional sampling method that was employed in this study was the comprehensible sampling. Throughout this strategy, the researcher chose a group based on a specific criterion. According to McMillan and Schumacher, the comprehensible sampling is a type of sample in which every participant, group, situation, experience, or any other relevant information is examined (2005).

Inclusion criteria

Among the inclusion criteria were the following: participants must have been homeschooling their children for two (2) years or more. They must also have been attending the WEAVERS homeschool support group in Mayaguez or “*Rayitos del Saber*” homeschool support group in Trujillo Alto; and belong to the geographical area belonging to Mayaguez and Trujillo Alto. In addition, participants must have had access and technological knowledge in order to take part in a virtual manner and finally, the participants must have had the *ZOOM Cloud Meetings* application installed either in their mobile phone or computer along with quality internet connection.

Instrument or Data collection method

The instrument for collecting data that was used was an interview. An interview is a manner in constructing knowledge. It is an exchange of points of view between two (2) persons that talk about a subject of interest, according to Lucca & Berrios (2003). Among the different types of interviews that exist, a semi-structured interview was held with the participants. According to Lucca & Berrios (2003), a semi-structured interview has more freedom in comparison to structured interviews. The semi-structure interview aim consists of exploring experiences from the participants personal perspective. The researcher designed the instrument to

collect the information. The researcher created a list of guided questions. This guide consisted of eight (8) questions:

1. *What are the main reasons (in order of importance) that as a parent led you to choose to homeschool as an educational alternative for your children's education?*
2. *What are the main reasons (in order of importance) that led you as a parent to remain in homeschooling?*
3. *How do you determine what curriculum best serves your children?*
4. *Which curriculums, if any, have you used? Mention them if possible.*
5. *What are the benefits of homeschooling?*
6. *What are the disadvantages of homeschooling?*
7. *Have you had any negative experience as a homeschool family?*
8. *If you had the opportunity to auto evaluate the process of homeschooling, what would you improve? What would you do different?*

It is important to mention that the interview was held in the participants language preference, Spanish.

The platform used to conduct the interviews was *ZOOM Cloud Meetings*. This platform is a cloud-based video conferencing software application. Its service allows the interviewer/host to meet virtually with the participant either by video or audio or both, while conducting live chats allowing the interviewer to record the sessions to view later.

Validation of the instrument

To determine the validity of the instrument along with the eight (8) questions, it was submitted for the judgement and validation of three (3) experts in the areas of psychology and

curriculum instruction (see Appendix B). Its purpose was to evaluate the internal consistency and the validity of the content of the instrument to determine if the guided questions represent what was intended to be measured. For this purpose, a validation sheet was created by the researcher with specific criteria so that the specialists could evaluate the eight (8) questions of the interview (see Appendix C and D).

As shown below, *table 2* illustrates the guided questions for the semi-structured interview.

Table 2.

Guided questions for the semi-structured interview

Objectives	Questions
Identify the reasons why parents choose the educational alternative of homeschooling in two different geographical regions in Puerto Rico.	What are the reasons that as a parent led you to choose to homeschool as an educational alternative for your children's education?
Identify the reasons why parents remain in homeschooling in two different geographical regions in Puerto Rico.	What are the main reasons that led you as a parent to remain in homeschooling?
Describe the curriculums options parents decide to apply in homeschool families in two different geographical regions in Puerto Rico.	How do you determine what curriculums best serves your children? Which curriculums, if any, have you used? Mention them if possible.
Describe the differences in the reasons to choose, remain and the selection of curricular options of homeschooling between both geographical regions.	What are the benefits of homeschooling? What are the disadvantages of homeschooling?

Have you ever had any negative experience as a homeschool family?

If you had the opportunity to auto evaluate the process of homeschooling, what would you improve? What would you do different?

Procedure

1. The researcher requested a letter of intention to the president of both homeschool support groups: WEAVERS and “*Rayitos del Saber*”, inquiring authorization to carry out the research (see Appendix A).
2. The researcher requested authorization to the Institutional Review Board (see Appendix F). The investigator completed the CITI certification (see Appendix E).
3. The researcher sent an invitation via email to those possible participants (see Appendix G). Glorie Acevedo and Sara Ramos provided the researcher a list of names of possible participants that meet the established inclusion criteria: participants must have belonged to the homeschool group WEAVERS or “*RAYITOS DEL SABER*”, they must have been homeschooling their children for two (2) years or more and they must have been part of the geographical area belonging to Mayaguez and Trujillo Alto.
4. Those participants that responded with a “*SI, DESEO PARTICIPAR*”, received a second email with the consent sheet. The researcher requested parent’s participation by providing an electronic consent form of study to those parents that agreed to participate in the research (see Appendix H). As part of the exclusion criteria, only those individuals who signed the consent were able to participate. Those participants that signed the consent sheet agreed on a date and time for the interview.

5. The researcher created an itinerary for the administration of the interviews.
6. The researcher conducted the interviews. Each interview had a duration of no more than 45 minutes.
7. The researcher transcribed all ten (10) interviews, organized the data in a structured manner in categories, and interpreted it by analyzing and comparing the obtained data that was provided throughout the triangulation method.
8. The researcher then proceeded to analyze and interpret the findings, concluded, and provided recommendations.

As a way to protect the rights of the participants, the following considerations were presented as stated by Lucca & Berrios (2003): protect the anonymity of the participants or respect their right to privacy; to guarantee beforehand, their right as participants be released in case their decision of desisting of their participation at any time and have them sign the consent form as an evidenced manner. Along with keeping the data anonymous, the participants that decided to partake in a voluntary manner were provided with an informed consent. The consent was a formal document, in which it provided and maintained the confidentiality and the protection of the participants of the study. This consent was the process by which the investigator informed the participants of the study, its purpose, its procedure to which they would be exposed to, the risks, and finally the possible benefits of the investigation. Along with the consent, the rights of the participants based on the Human Rights Protection, were discussed including their voluntary participation. The consent was in PDF format.

The names of the participants did not appear on the findings of the study to maintain confidentiality and privacy of the participants. Instead, each interview was identified with a number. The interviews were held in an individual and private manner, conducted throughout

ZOOM Cloud Meetings application. The participant had the application downloaded in his or her mobile device or computer. The participant also had to have quality internet connection. The transcription of the interviews along with the digital recordings were stored under lock and key in the researcher's personal files. The data was stored in an USB and a hard drive as a backup. The researcher will remain with the transcriptions and the digital recordings for three (3) years and then will proceed to destroy them, the transcriptions shall be shredded and the USB along with the hard disk shall be destroyed. The researcher shall not use any information from the participants for personal matters or any other purposes but those related to the study.

Participants were notified that due to the study being online modality, the data would not be anonymous for the researcher because the participants can be identified through their email. It was also indicated that privacy cannot be guaranteed 100% since the IP of the computer is an identifier which could cause security problems. Even so, the confidentiality of their answers will be guaranteed. In addition, they may request access to the results of the study, which will be disclosed in a general way and used for strictly educational and exclusive use of the researcher. Once the dissertation process is finished, the study will be available to the public at the Information Access Center of the San German Campus.

As shown below, *table 3* illustrates the calendar used by the researcher to conduct the activities concerning the investigation.

Table 3

Calendar activities

ACTIVITIES	DATE
1. Request letter of intention to the president of WEAVER and “ <i>Rayitos del Saber</i> ” homeschool group.	October 2019
2. Request authorization to IRB	December 2019
3. Send invitation (parents)	March 2021
4. Provide consent forms to parents	March 2021
5. Create itinerary for interviews	April 2021
6. Administer interviews	April 2021
7. Organize, analyze, and interpret the findings	June 2021
8. Conclude and provide recommendations	August 2021

Interview protocol

The interview was held in the following manner (according to Lucca and Berrios, 2003):

Before the interview, the researcher:

1. Assured the environment in which the interview would be held was a calmed and relaxing one, avoiding distracting factors such as excessive noises in the background. Also, the researcher ensured the quality of the internet connection was stable.
2. Guaranteed that the participants were able to communicate their ideas with precision and were willing to share their experiences.
3. The researcher reoriented the participant, guaranteeing their confidentiality. Informed the participant of the purpose of the interview, the general content of the questions that were to be formulated, and its duration time.
4. Stated the warnings before the person decided to participate.
5. Informed the interviewee about their right to abandon the interview at any time; and if so, their decision would be respected.

6. Clarified that the information obtained, along with the video recordings/audio tapes, would be treated with confidentiality and it would never be used for personal purposes, neither against nor in favor.

During the interview, the researcher:

1. Took notes while the interviewee answered the questions.

Concluded the interview, the researcher will:

1. Discussed the annotations with the participants individually to confirm the information they provided was accurate.
2. Thanked the interviewee for his or her participation.
3. Transcribed the interview word per word.
4. Allowed the interviewee, if requested, the transcription to be revised for verification purposes and to corroborate that what was mentioned was meant to be said.
5. Allowed the participant to read the transcription, if requested.
6. Saved the recordings in a safe place such as a USB and a hard disk as a backup.

The following adverse event management plan was planned to be conducted if needed. If the participant did not attend the interview, on the agreed date; the researcher would coordinate with the participant and new date and time to conduct the interview. If the participant decided to withdraw from the investigation, the investigator would arrange with another participant to substitute the participant that decided to withdraw from the interview. The participant that decided to withdraw from the investigation would be thanked for. Lastly, if the participant felt unwell during the interview or if any health problem aroused at the time of the interview, the researcher would proceed to call the following places in Mayaguez: Yaguez Clinic or Mayaguez Medical Center in Mayaguez for the interviews held in the municipality of Mayaguez; and the

NeoMed Center or “Hospital Metropolitano San Francisco” for the interviews held in the municipality of Trujillo Alto.

Data Analysis

Investigators must establish a structure for analyzing the volume of information that is produced in a qualitative study. As this research is related to education, the Wolcott model of description, analysis, and interpretation was implemented.

According to Wolcott as cited in Lucca & Berrios (2003), the *description* refers to the narration of what happened and what was observed by the investigator. The *analysis* refers to the interrelations that the investigator proves between the different components of the situation being studied. The *interpretation* responds to the question of what the meaning is and what does it serve for? These three (3) elements are separate but occur simultaneously in the processes of information reduction and in the elaboration of narratives; the purpose of these categories is to group information whose content is similar, under the same classification (Lucca & Berríos, 2009). On the other hand, Wolcott (1994) recommended to use the description to a greater extent for those researchers that are initiating.

Steps for coding

Once the interview process was finished, a transcription of each interview was completed. The triangulation for the analysis of the collected and written information was conducted by the researcher in collaboration with two (2) experts, the researcher has a master’s degree in Secondary Education in English. One expert has a doctoral degree in Curriculum Development and Instruction and the other has a doctoral degree as a Clinical Psychologist with experience in treating children and adolescents along with being a home educator mother.

Figure V presents the triangulation for the collected and written information of the investigation.

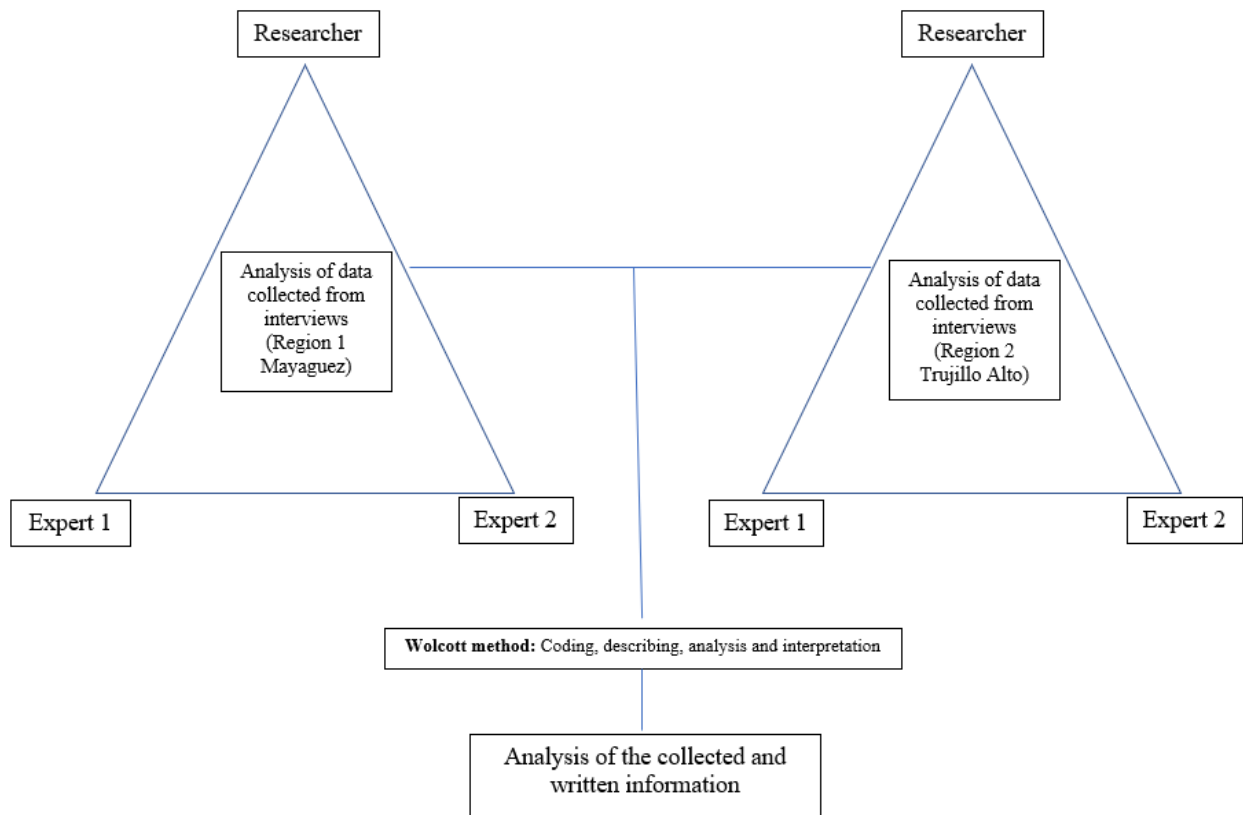


Figure V. Data analysis triangulation

After coding the results, the information was described, analyzed, and interpreted as recommended by Wolcott (1994).

1. *Assign codes* - The first step recommended by Wolcott (1994) is coding. A category is a word or phrase that the researcher develops and that has a direct link with the narrative material. It is intended to ease the information reduction process and expedite the description. In addition, it groups the information whose content is similar, under the same classification. The categories name must reflect the substance of the content. To

ease information management, these categories determine codes that are abbreviations of the name of these, which convey the idea behind the category. This process requires debugging, so the researcher should not be satisfied with the result of a first coding attempt, before moving on to the description (Lucca & Berrios, 2009).

2. *Describe the information* - From the extensive information collected in the qualitative study, the researcher must select the one that best represents and describes the purpose of the study. With this purpose Wolcott (1994) proved the following ways of organizing the description: chronological order, order of the researcher, progressive focus, a day in the life, critical or core events, plots and characters, groups in interaction, adoption of an analytical framework, Rashomon effect, and compose a mystery.
3. *Analyze the information* - Analysis is everything that was produced with the information collected to transform it, that is, reduce it and express it in other terms, with logic, coherence, and in a systematic way (Wolcott, 1994). Through the analysis the information is reduced, looking to highlight the core issues and central or substantive issues. The art of analysis lies in relating the parts and their constituent elements and articulating the links or connections that exist between them. The analysis tries to put the events in the most accurate perspective possible by making these links and arrangements of loose information, some themes, or common threads, arise, which allows the researcher to weave a story with more meaning, especially when it is framed within the cultural, social, historical, and personal perspective of the participants (Lucca & Berrios, 2009).

Wolcott (1994) recommended the following strategies to focus on the analysis: emphasis on findings, deployment of findings, emphasis on field procedures, adherence to an analytical

framework, patterns, comparisons with other cases, evaluate and compare against a standard, contextualize in an analytical framework, criticize the procedures, and redesign the study. In this investigation, emphasis was placed on the findings. In this approach, the findings themselves are highlighted, placing greater emphasis on those that are considered more outstanding (Lucca & Berrios, 2009).

4. *Interpret the information* - The information is speculative; it implies going beyond the data and analysis to look for more comprehensive explanations. To interpret it, it must consider the context in which events occur, both the context immediate physical and social, as well as the cultural and historical context. It should also consider what is the focus of the research work, what is its scope, what is the nature of the information collected, and the purposes that guided the study. The discipline of knowledge from which the study is conducted and the theoretical framework that serves as an anchor, point to the researcher they are important when conducting the interpretations (Lucca & Berríos, 2009).

Wolcott (1994) proved the following recommendations to be measured and prudence in the interpretation of the information. These are: extend to analysis, mark, and then do the jump, do it as directed, do it as suggested, refer to theory, refocus on the interpretation, connect with personal experience, analyze the interpretive process, interpret the analytical process, and explore format alternatives. This research will follow the recommendation to extend the analysis that refers to use as a starting point, pointing the way rather than guiding it.

In addition, the modality of the process was used as indicated, referring to what the researcher established in the study. The modality of the process was also used as was suggested

when the narrative was submitted to other experts to then choose and follow the more proper suggestions, taking together the description and the analysis conducted. These core elements of the Wolcott (1994) analysis model were separated for the purpose of describing each of them. However, these occur simultaneously in the information drafting processes and in the preparation of narratives (Lucca & Berríos, 2009).

Chapter IV.

Results

This chapter presents the results of the investigation based on the description of the factors for choosing, remaining, and selecting curriculum options between homeschooling families of two different geographical regions in Puerto Rico. This non-experimental qualitative study employed descriptive research, primarily: case studies. The participants of the study consisted of ten (10) homeschool families. These ten (10) families were divided in two (2) groups: five (5) homeschool families belonged to the homeschool support group “WEAVERS del Oeste” from the municipality of Mayaguez (in the western part of the island of Puerto Rico) and five (5) homeschool families belonged to the homeschool support group “*Rayitos del Saber*”, from the municipality of Trujillo Alto (in the Metropolitan Area of Puerto Rico). Both homeschool support groups belong to the TCHERs’ organization.

The instrument for collecting data used for this study was a semi-structured interview. The researcher created a list of guided questions which were submitted for validation throughout three (3) experts. The platform used to conduct the interviews was *ZOOM Cloud Meetings*. The Wolcott model of description, analysis and interpretation was implemented to conduct the analysis of the data.

The triangulation for the analysis of the information collected was conducted by the researcher in collaboration with two (2) experts, the researcher has a master's degree in Secondary Education in English. The expert has a doctoral degree in Curriculum Development and Instruction and the other expert has a doctoral degree as a Clinical Psychologist with experience in treating children and adolescents along with being a home educator mother. These

experts aided in the establishment and verification of the categories of the information collected from the participants.

The coding process for this study was completed based on the Wolcott model of description, analysis, and interpretation. The steps were the following:

Step one: after transcribing all ten (10) interviews, the researcher created the categories per research question. The categories were taken in advance as suggested by Wolcott (1994) from the guided questions of the interviews. The category is a word or phrase that the researcher develops in which has a direct link with the narrative material. The purpose of the category is to group information, a type whose content is similar, under the same classification. The categories created for this study were: reasons parents choose homeschooling, reasons parents remain homeschooling, determine curriculum, curricula used, benefits of homeschooling, disadvantages of homeschooling, negative experiences homeschool family, and auto-evaluation process of homeschooling.

Step two: after the categories were established, codes were assigned. According to Wolcott (1994), to ease management of the information, the categories are assigned codes. These codes are abbreviations of the name of categories, which convey the idea behind the category itself. The following codes were established for the categories: reasons parents choose homeschooling (**RPCHS**), reasons parents remain in homeschooling (**RPRHS**), determine curriculum (**DC**), curricula used (**CU**), benefits of homeschooling (**BHS**), disadvantages of homeschooling (**DHS**), negative experiences of homeschool families (**NEHSF**), auto-evaluation process of homeschooling (**AEPHS**).

Step three: after reading the transcriptions, based on the interviewee's responses and exact words, codes were assigned depending on the category it fell under. This was done several times. The researcher then created a table divided into sections in order to ease the understanding of the data. The table was given to two (2) experts in order to initiate the triangulation of the analysis of the data collected. Both experts, reviewed the data by verifying the categories along with the responses of the participants, provided their suggestions, and returned it to the researcher. An example of the table created is the following: (see Appendix J).

QUESTION	PARTICIPANT	TRANSCRIPTION	CATEGORY: <i>reasons parents choose homeschooling</i> CODE: RPCHS
#1. ¿Cuáles son las razones que le llevaron a decidir la modalidad de la educación en el hogar para la enseñanza de sus hijos? What are the main reasons that as a parent led you to choose to homeschool as an educational alternative for your children's education?	#1	• <i>“lo primordial fue el “bullying”, las escuelas pues, por lo menos mi experiencia es que no están trabajando con el “bullying” de una manera efectiva.”</i> • <i>“el idioma, mi hija, su primer idioma es el español, más, sin embargo, su idioma de preferencia para leer, para escribir, para estudiar es el idioma inglés. Y conseguir una escuela cuyo currículo sea completamente en el idioma inglés, además de difícil, es sumamente costoso.”</i> • <i>“una maestra, en la escuela, pues le dio a mi hija.”</i>	“manejo inefectivo de acoso escolar en las escuelas” (administrative mismanagement of bullying in school) “opción curricular basado en idioma” (curricular options based on language preference) “maltrato escolar de maestro hacia hija” (teacher student abuse)

Step four: the creation of a second table, based only on the responses under each category and the number of times it was mentioned among the interviewees. This table was created to facilitate the narrating of the findings. An example of the table created is the following: (see Appendix J).

CATEGORY: REASONS PARENTS CHOOSE HOMESCHOOLING CODE: RPCHS	NUMBER OF TIMES MENTIONED
previous exposure to homeschooling environment	3
negative perception of school environment	3
reinforcement of teaching of values	3

Fifth and last step: the researcher began the construction of the narrative. This was completed by connecting the narrative to the categories/codes in order to begin the connection of the categories with the findings of the study.

The results delineated below, answer the research sub-questions: *What are the reasons why parents choose the educational alternative of homeschooling in two different geographical regions in Puerto Rico? What are the reasons why parents remain in homeschooling in two different geographical regions in Puerto Rico? What are the curriculum options parents decide to apply in homeschool families in two different geographical regions in Puerto Rico? Are there differences in the reasons to choose, remain and the selection of curricular options of*

homeschooling between both geographical regions? by using the information collected in the interview process. The categories proved as a result of the analysis, are presented from the information obtained in the eight questions and answered by each participant. This analysis was performed using the model suggested by Wolcott (1994).

Question #1 in the guided questions: What are the main reasons that as a parent led you to choose to homeschool as an educational alternative for your children's education?

CATEGORY: REASONS PARENTS CHOOSE HOMESCHOOLING

CODE: RPCHS

The findings of this research showed that parents were able to identify the reasons they choose homeschooling as an educational alternative. Among the results, the following three (3) main reasons were mentioned amongst the participants: previous exposure to homeschooling environment, negative perception of school environment, and reinforcement of teaching of values.

Previous exposure to homeschooling environments was one of the main reasons that led parents to choose to homeschool as an educational alternative for their children's education. One of the participants expressed:

“Yo siempre en mis trabajos estuve rodeada de compañeros en la industria farmacéutica que hacía “homeschooling” desde que yo estaba soltera. So, yo realmente no estaba tan ajena al tema. En todas las farmacéuticas que estuve, tenía compañeros que hacían “homeschooling”. Así que, y me fui empapando desde que estaba soltera. Y escuchaba del tema. Luego tengo unas de mis mejoras amigas que, desde escuela elemental, cuando

me entero, ella era la presidenta de TCHERS'. Así que todo se orquestó de una manera tal que yo creo que eso era y punto. Estaba rodeada literal."

Having a negative perception of school environment was another main reason to choose to homeschool as an educational alternative for their children's education. One participants response as a reason to choose this educational modality was: *"Los ambientes que imperan en las escuelas, ofrecimientos."* Another participant expressed: *"Muchos escándalos con la educación."* The final participant stated: *"No me gustó lo que vi en las escuelas porque mi hijo estaba en, lo saqué, para "homeschooler" en tercer grado, el primer semestre del tercer grado."*

The reinforcement of teaching values to their children was the last main reason that led parents to choose to homeschool as an educational alternative for their children's education. One participant mentioned: *"Convicciones de valores, una base que nosotros le pudiéramos enseñar nosotros."*

The following table indicates the most frequent responses based on the reasons participants chose homeschooling as an educational alternative:

Table 4.

Reasons parents choose homeschooling

CATEGORY: REASONS PARENTS CHOOSE HOMESCHOOLING CODE: RPCHS	NUMBER OF TIMES MENTIONED
previous exposure to homeschooling environment	3
negative perception of school environment	3
reinforcement of teaching of values	3

The following responses were also stated as part of the reasons the participants choose homeschooling for their children: take full responsibility, non-conformity of teaching quality, child's health condition, reinforce child's learning style, cost of education, administrative mismanagement of bullying in schools, curricular options based on language preference, teacher-student abuse, child's special needs, nonconformity of academic offer, excessive amount of school work, offer stability to child, previous negative experience with Department of Education, and spend quality time with child.

Based on the participants responses on the reasons chosen to homeschool their children, the following expressions among the interviewees were mentioned:

Taking full responsibility:

“No podíamos tener hijos y logramos tener una bebé después de mucho tratamiento y mucha cosa así que cuando fui al sistema, no lo vislumbraba como primera opción, tomar el control y agradecimiento de que, si la busqué, me metí

en cuantas cosas pues mira, voy a asumir la responsabilidad completa y no dársela realmente a nadie más.”

Non-conformity of teaching quality:

“La calidad de la enseñanza.” Another participant stated: *“La calidad de la educación, y el ritmo en la cual ellos aprenden, calidad de enseñanza no me satisfacía.”*

Reinforcing their child’s learning style:

“No retenían la información por más que se, muchos dicen que no es embotellamiento, pero es embotellamiento (riéndose). Y, no se les quedaba la información. A veces llegaban tan bloqueadas a, al momento del examen, y venía el maestro y decía “mira vamos a tener que hacer algo porque no me contestó nada del examen”, cuando me contestaban perfectamente en casa y era la misma tensión.”

Cost of education:

“El costo de la educación, que valiera la pena realmente pues uno lo piensa y para poder costearlo implicaba que uno no iba a pasar mucho tiempo de calidad con mis hijas.”

Administrative mismanagement of bullying in schools:

“Lo primordial fue el “bullying”, por lo menos en mi experiencia es que no están trabajando con el “bullying” de una manera efectiva.”

Curricular options:

“El idioma, mi hija, su primer idioma es el español, más, sin embargo, su idioma de preferencia para leer, para escribir, para estudiar; es el idioma inglés. Y conseguir una escuela cuyo currículo sea completamente en el idioma inglés, además de difícil, es sumamente costoso.”

Teacher-student abuse:

“Una maestra, en la escuela, pues le dio a mi hija.”

Child’s special needs:

“Tengo dos hijos, unos gemelos, y varones, y la primordial razón fue básicamente porque uno desarrolló necesidades especiales.”

Non-conformity of academic offer in schools:

“Inconformidad sobre lo que se ofrece hoy día, por más especializado, no se adapta a las necesidades de los jóvenes.”

Excessive amount of schoolwork:

“La cantidad excesiva de trabajo que se le daba a, en ese momento, fue en el 2014 para el 2015, ¡ehh!, que estaban las nenas en la escuela, y... era, era horrible, teníamos que estar estudiando desde que salíamos de la escuela, se bañaban rapidito, yo cocinaba “flash” para entonces estudiar hasta casi las diez de la noche. A veces estaban extenuadas estudiando.”

Offering stability to child:

“Quería darle algo estable a mis hijos en este tiempo que nos íbamos a mudar y yo sabía que con “homeschooling” yo podía darle algo que ellos tenían estable no importaba los cambios que estaban pasando en el mundo o en mi vida o en la vida de mi familia.”

Previous negative experience with Department of Education:

“Mala experiencia, una mala situación en el Departamento de Educación.”

Spending quality time with their child:

“Pasar más tiempo con mi hijo, a la verdad que uno en la escuela uno se pierde muchas etapas y muchos procesos.”

Child’s health condition:

“Mi niño es enfermizo, pues entonces también tenía problemas de que se estaba enfermando mucho.” Another participant expressed: “Mi nene tenía problemas de salud, problemas alérgicos, también tenía problemas del habla.”

Question #2 in the guided questions: What are the main reasons that led you as a parent to remain in homeschooling?

CATEGORY: REASONS PARENTS REMAIN HOMESCHOOLING

CODE: RPRHS

The findings of this research showed that parents were able to identify the reasons they remained in homeschooling. Among the results, the following three (3) main reasons were mentioned amongst the participants: convenience of comfort and flexibility, enjoyable lifestyle, and increase in extracurricular activities.

Convenience of comfort and flexibility was one of the main reasons that led parents to remain in homeschooling as an educational alternative for their children's education. One of the participants expressed: *"Yo vivo en Mayagüez, mi esposo es de Adjuntas, yo era, soy de Quebradillas, no tenemos familia tampoco y era bien ¡ehh!, conveniente también, verdad que estuviéramos todos en casa."* Another participant mentioned: *"Si yo quiero decir, mira, vamos a coger un 'break' que ustedes están trabajando duro, yo se lo puedo dar."* A final participant responded: *"Para mí, es mucho más fácil."*

Enjoyable lifestyle was another main reason parent's chose to remain in homeschooling as an educational alternative for their children's education. One participant's response was: *"Una de las cosas bien bonitas era tener mis hijos en la casa."* Another participant mentioned: *"Pues nos gusta, nos ha sido super bien verdad, gracias a Dios. ¡Ehh!, él se ha adaptado super bien. Hasta ahora vamos super bien, y por eso hemos decidido no volver a la escuela. Él no quiere volver a la escuela."* A final participant stated: *"¡Es que me encanta, o sea, me encanta!"*

The increase of extracurricular activities was the last main reason that led parents to remain in homeschooling as an educational alternative for their children's education. One participant stated: *"Después de que ellos entraron a, comenzaron a estudiar en casa pudieron involucrarse mucho más en actividades, sobre todo en la iglesia."* Another participant expressed:

“Más actividad social desde que están en “homeschooling” este que cuando estaban en la escuela.”

The following table indicates the most frequent responses based on the reasons the participants remained in homeschooling as an educational alternative:

Table 5.

Reasons parents remain in homeschooling

CATEGORY: REASONS PARENTS REMAIN IN HOMESCHOOLING CODE: RPRHS	NUMBER OF TIMES MENTIONED
convenience of comfort and flexibility	5
enjoyable lifestyle	3
increase in extracurricular activities	3

The following responses were also stated as part of the reasons the participants choose homeschooling for their children: reinforce child’s learning style, high academic and social development, meet child’s individual needs, child’s health condition, shared decision, offer better teaching quality, offer stability to child, provide security from external factors, school grades were not equal to knowledge, protect childhood, flexible schedule, decision validated year after year, cost of education, decision validated throughout observation of other families, and enjoys learning process.

Based on the participants responses on the reasons to remain in homeschooling, the following expressions among the interviewees were mentioned:

Reinforce child's learning style:

“La escuela (refiriéndose al “homeschooling”) es bien retante, me gusta que la hacen pensar, que, trabajan el análisis, no la repetición, no el copiar de una pizarra, no el memorizarte un libro.” Another participant expressed: *“Tenemos la posibilidad de aprender de muchas maneras.”*

High academic and social development:

“Académicamente como socialmente mis nenes estaban haciendo, estaban desarrollándose muy bien.”

Meet child's individual needs:

“Mis hijas han tenido ciertas complicaciones en su desarrollo, que estando en un sistema educativo me las hubieran encajonado y realmente no, no era viable, para nada.” Another participant expressed: *“Yo encontré que, con mis hijos, ellos son dos niños muy diferentes, pero yo pude apoyarlos individualmente como si fuera uno a uno.”*

Child's health condition:

“La salud de los hijos; no se me enferman casi nada desde que están en “homeschooling.” Another participant expressed: *“No te puedo negar que la salud sigue siendo la importante por problemas de alergia, y el miedo de como madre de que no sé, no se atiende en un momento verdad en particular que sufra ese problema.”*

Shared decision:

“Ella tenía la determinación ya que ella era la estudiante.”

Offer better teaching quality:

“La calidad de la enseñanza, me siento más segura, yo verifico verdad lo que por grado requiere, pero, sentarme yo, este, estar con él y enseñarle y sé que él está aprendiendo. Este, en comparación pues ya con la competencia de un maestro con otros niños, pues no.”

Offer stability to child:

“Mira, las cosas no están fijas en el mundo, pero aquí en casa los hijos míos tienen esa rutina que nada lo rompe.”

Provide security from external factors:

“Desde que nos mudamos pues los niños que están en escuela pública, hemos tenido terremotos, hemos tenido la pandemia, hemos tenido los escándalos de la este, educación pública.”

School grades were not equal to knowledge:

“La nota de ellos no necesariamente (refiriéndose a la escuela), yo me di cuenta después que entré a “homeschooler” las notas de ellos no necesariamente reflejan lo que ellos aprendieron.”

Protect childhood:

“Proteger su infancia, ese tiempo de ser niño, ser niño y de disfrutar.”

Flexible schedule:

“Estaban pudiendo hacer, jehh!, entretenerse y dedicarse a cositas que, si hubieran estado en la escuela ocho a tres, era imposible, era imposible.”

Decision validated year after year:

“Lo hicimos como una prueba y realmente año tras año validábamos que era la mejor decisión que habíamos tomado mi esposo y yo.”

Cost of education:

“Gastos económicos al yo tener dos, en las escuelas, jehh!, todo es un centro de, de, pedidos, peticiones, tráeme esto, tráeme lo otro, además quizás de lo que pagues si estas en un colegio.”

Decision validated throughout observation of other families:

“Yo a través de cada familia veo y valido el decidir yo quedarme en la casa haciendo “homeschooling” con los niños.”

Enjoys learning process:

“Se lo disfruta, no lo ve como un castigo.”

Question #3 in the guided questions: How do you determine what curriculum best serves your children?

CATEGORY: DETERMINE CURRICULUM

CODE: DC

The findings of this research showed that parents were able to decide what curriculum best served their children. Among the results, the three (3) most frequent responses amongst the participants were: child's interest, child's particular needs, and spiritual values.

Child's interest was the most frequent response among the participants. One of the participants mentioned: *"Yo estoy como más llevándolo a lo que le interesa, no estoy siguiendo 'per-set' un currículo también estoy usando, este, una guía que me dio Casa Escuela cuando yo empecé, porque yo empecé, porque los tienen por, por, por grado, las necesidades que ellos tienen, por grado."* Another participant mentioned: *"Yo misma yo miro a lo que les interesa a mis hijos. Si es algo que los mantiene bien enfocado, interesado, y le da como esa variedad, pues yo los mantengo con eso."* And the final participant expressed: *"La guía que le da el Departamento a los maestros, de que lo que tienen que aprender durante ese grado, y me dejo llevar a veces hasta le pregunto ¿qué quieres estudiar primero? Y él me dice 'ay esto me gusta' o sea que también lo pongo a escoger."*

Childs particular needs was the second most frequent response among the participants when deciding which curriculum best served their children. One of the participants expressed: *"Yo soy una 'homeschooler' bien escolarizada, mi nene por ejemplo tiene una, verdad, unas necesidades especiales, no sé, no son, no son, no es nada grave, pero este, si necesita una estructura, necesitaba todo de una forma organizada que el pudiera, ¡ehh!, ver y saber con*

anticipación lo que iba a hacer, yo busque currículos que fueran, ¡ehh!, estructurados. Qué, que, que ellos cogieran bastante parecido a lo que era su estructura de escuela.” One of the participants also expressed: *“A veces por las necesidades que encuentro que deben de fortalecer. En el caso de la lectura, porque a veces pues, mis hijos son un poco vaguitos en cuestiones de la lectura, pues refuerzo más ese elemento.”*

Spiritual values was the third most frequent response: *“Mi prioridad, nuestra prioridad, verdad, como familia, era establecer en los nenes, ese fundamento de valores espirituales, de valores morales, de, junto verdad a lo, vez que, a lo académico.”*

The following table indicates the most frequent responses based on how participants determine which curriculum best serves their child:

Table 6.

Determination of curriculum among homeschooling parents

CATEGORY: DETERMINE CURRICULUM CODE: DC	NUMBER OF TIMES MENTIONED
child's interest	5
child's particular needs	3
spiritual values	2

The following responses were also stated as part of how parents decided what curriculum best served their children: shared decision with child, child's learning style, and academic content.

Shared decision with child:

“Trato de mantener la comunicación con mi hija abierta, yo entiendo que el estudiante es quien tiene que decidir, la felicidad, el, el anhelo por el aprendizaje, yo creo que te demuestra mucho más que quizás una nota. Para mí era bien importante yo ver que ella se sentía complacida con lo que estaba estudiando. Ningún currículo es perfecto.”

Child's learning style:

“Que sea llevadero, que sea fácil, es más bien visual, este, y que sea fácil para él entender.”

Academic content:

“Nosotros nos casamos con este currículo que a nuestro entender cumplía con la parte académica porque era este muy bueno en esa parte y también con los fundamentos que nosotros queríamos tuvieran.”

Question #4 in the guided questions: Which curriculum, if any, have you used? Mention them if possible.

CATEGORY: CURRICULA USED

CODE: CU

The findings of this research showed that parents were able to identify the curricula they have used. The following curricula were mentioned: Khan Academy, Abeka Book, Calvert Education, SETON, Alpha and Omega/Life Pac, and My Father's World. Also, the participants mentioned the following textbooks: Nilsa Ortega, Santillana, Editoriales SM, Editorial Panamericano, Norma, Chícola Mejías, and Savia. In addition to the curricula and textbooks mentioned, online material was also a response: Splash Learn, Time for Learning, Power Homeschool, Happy Learning, Time Worksheet, and Edusystem. Finally, teaching methodologies were also stated: Charlotte Mason, Eclectic Method, Cooperative Learning, and Tutoring.

The following table indicates the most frequent responses based on the curricula used among the participants of the study:

Table 7.

Curricula used among homeschooling parents

CATEGORY: CURRICULA USED CODE: CU	NUMBER OF TIMES MENTIONED
Khan Academy	2
ABEKA BOOK	2
Calvert Education	1
SETON	1
My Father's World	1
Alpha and Omega/Life Pac	1

Question # 5 in the guided questions: What are the benefits of homeschooling?

CATEGORY: BENEFITS OF HOMESCHOOLING

CODE: BHS

The findings of this research showed that parents were able to identify the benefits of homeschooling. Among the results, the most frequent responses amongst the participants were the academic benefit, specifically; individuality on reinforcement of learned skills, extracurricular activities according to child's interest, and creation of individualized curriculum.

Academic benefit:

Individuality on reinforcement of learned skills was the most frequent response among the participants. Based on the interviewees responses, one of the participants mentioned as one of the benefits of homeschooling: *“El beneficio mayor ha sido la individualidad que les he podido dar a mis hijos a pesar de ser gemelos, ellos aprenden de manera diferente, la escuela es un “one size fits all” y es el niño baila al son del maestro o de un programa o de un sistema. En “homeschooling” los papás bailamos al son del niño.”* Another participant expressed: *“El tú saber qué es lo que tú hijo está aprendiendo, el tú poder ayudarlo, el tú poder guiarlo, el tú poder enfocarte en lo más que le gusta en lo más que le interesa a él o a ella, sin perder de base verdad que tiene que aprender un poquito de todo.”* In addition, one participant assured: *“Ayudarlo a florecer aún más, porque trabajas con sus deficiencias lentamente con amor y paciencia, pero los llevas a su máximo potencial.”* The final participant expressed: *“Una cosa muy importante para mí es que yo puedo enseñarle de ciertos temas que yo siento que son este*

delicados. Yo puedo esperar hasta que yo siento que mis hijos son suficientes maduros para eso.”

Academic benefit:

Extracurricular activities according to the child’s interest was the second most frequent response among the participants. Based on the interviewee’s responses, one of the participants mentioned as one of the benefits of homeschooling: *“Muchas de las actividades escolares que hacían no eran de interés para la niña.”* Another participant expressed: *“Ahora podemos hacer turismo interno y aplicamos la enseñanza de lo que estamos viendo al momento.”*

Academic benefit:

Creation of individualized curriculum was the third most frequent response among the participants. Based on the interviewees responses, one of the participants mentioned as one of the benefits of homeschooling: *“Hacer su currículo más personalizado, yo creo que es lo más bonito de todo esto, el que podemos modificar, podemos cambiar. No tenemos que quedarnos con los libros hasta mayo porque el colegio nos obligó a comprar unos libros que al niño no le sirven para nada y que no ha aprendido absolutamente nada.”*

The following table indicates the most frequent responses based on benefits of homeschooling mentioned by the participants:

Table 8.

Benefits of homeschooling

CATEGORY: BENEFITS OF HOMESCHOOLING CODE: BHS	NUMBER OF TIMES MENTIONED
ACADEMIC BENEFIT:	
individuality on reinforcement of learned skills	5
extracurricular activities according to child's interest	2
creation of individualized curriculum	2

The following responses were also stated by the interviewees as homeschool benefits, these benefits were classified into academic, personal, quality time, financial, social, health and family benefits. The following academic benefits were mentioned: learning rhythm is respected, child works independently, immediate clarification of doubts, and encourage development of critical thinking. The following personal benefits were mentioned: know children's interests, daily stress reduction, eliminates uniform ironing, know and plan according to the child's interest, increase in reading interest, immediate behavior correction and reduces morning stress. The following quality time benefits were mentioned: flexibility and increase of time availability. The following financial benefits were mentioned: eliminates monthly payment and reduces gasoline cost. The following social benefits were mentioned: reinforcement of values at home, exposition of homeschoolers and socialization with different ages. The following health benefit was mentioned: better control of health condition. Finally, the following family benefit was mentioned: stronger bond between siblings.

Academic benefits

Learning rhythm is respected:

“Mis hijas aprenden sin la presión de una nota, que mis hijas ven el aprender divertido. Mis hijas, les gusta leer (acertando con la cabeza). Mis hijas no saben lo que es estar pegado a un teléfono a una tableta. Mis hijas saben lo que es aburrirse y crear.” Another participant asserted: *“Aprenden a su propio ritmo y también uno como madre, como estamos de tú a tú, honestamente, tú, tú reconoces sus fortalezas y debilidades y pues, por lo tanto, pues uno fortalece, trata de atacar eso. Las debilidades pues tratar de, y no estas en competencia con, pues con una cantidad de niños.”*

Child works independently:

“Ellos aprendieron a trabajar, a trabajar bastante solo, porque como tú sabes, pues la cuestión de, uno como papá “homeschooler” es más bien, yo siempre pienso que después que tu trabajes las destrezas principales de, de elemental que requieren mucho uno a uno, ya después tú te conviertes en un facilitador.”

Immediate clarification of doubts:

“Yo estoy al tanto de todo lo de él, o sea, si él tiene una duda en matemática, ahí estoy yo, y se la se contestar y se dónde buscar.”

Encourage development of critical thinking:

“Ver ese desarrollo de pensamiento crítico.”

Personal benefits

Know children's interests:

“Reconoces lo que le gusta, donde es bueno. Y este, y también la diversidad del aprendizaje. Son tantos, entonces podemos moverlo a, a, horas, a lugares, este, a sitios, o sea, es que es bien abarcador.”

Daily stress reduction:

“Es menos estresante, no se está esa tensión constante.”

Eliminates uniform ironing:

“El no tener que planchar uniformes.”

Know and plan according to the child's interest:

“Vamos a la, a la cuestión de, a la cuestión académica. Este, yo creo que para, para, yo vi en ellos que ellos se fueron exponiendo a, ¡ehh!, a diferentes cosas porque el tiempo le sobrara un poco verdad, para dedicarse a más, así que ellos podían a parte de lo académico, entretenerse y educarse en otras, en otras áreas.”

Increase in reading interest:

“Tienen más interés en los libros. Ellos leen muchos libros. Y eso yo sé que es porque el currículo que yo les doy ahora es bien enfocado en lo hermoso de la vida, el arte, la lectura. Este, ¡umm!, el buen carácter y los morales.”

Immediate behavior correction:

“No adoptan malas costumbres de otros niños, y este, y si lo hacen pues verdad, comparten con otros amiguitos, uno los puede corregir y guiarlos no es lo mismo que los estás viendo.”

Reduces morning stress:

“Bien conveniente de que yo los tenía en mi casa, ves. No tenía ni que salir ni que entrar.”

Quality time benefits

Flexibility:

“El horario, el no tener que madrugar.” Another interviewee expressed:

“Disponibilidad del tiempo, de poder ellos hacer otras cosas, ¡ehh!, estudiar cuando quieren, como quieren, a la hora que ellos quieran. Esa flexibilidad que existe en el “homeschooling” que quizás no la podemos tener en un ambiente tradicional por los horarios, y los sistemas verdad, que están ya en “place” colocados verdad, y en una manera delineada, esa flexibilidad y maravillosa, como te digo, koinonía, que se puede fomentar cuando estamos haciendo “homeschooling” porque, como te dije, lo vamos al paso de ellos.”

Increase of time availability:

“Paso más tiempo con ellos y uno los aprende a conocer más.” Another participant expressed: *“Del tiempo que yo paso con ellas, verlas crecer, verlas como se desarrollan.”*

Financial benefits

Eliminates monthly payment:

“Económicamente era, que yo quería poner cuatro hijos en aquel momento en escuela privada, Mayagüez, sabes, hubiera sido económicamente, era retante, ves. Hubiera sido, si lo hubiéramos querido hacer, tenía que ser con bastante esfuerzo.”

Reduces gasoline cost:

“Los costos de gasolina, estar todos los días llevándolos a la escuela, porque no solamente era llevarlos por la mañana y recogerlos por la tarde, a veces yo tenía que estar al medio día también, que, aunque me parquera cerca, comoquiera era el costo de bajar y esto y lo otro.”

Social benefits:

Reinforcement of values at home:

“Fortalecieran los valores familiares pues yo, pues, Dios nos dio esa bendición de poderlos, de poderlos ir llevando en esa línea, ya cada quien toma sus decisiones, pero nosotros como papás, pudimos este, pues involucrarnos en esas cosas que para nosotros eran bien importante, bien importante”.

Exposition of homeschoolers:

“Debido a la pandemia es que nos estamos dando a conocer un poco más, no somos ¡ehh!, un grupo de personas extrañas, no somos ¡ehh!, rebeldes contra la

sociedad. Al contrario, somos personas que queremos ser parte de una sociedad y entendemos que podemos mejorarla y a través de la educación de nuestros hijos es que lo estamos logrando.”

Socialization with different ages:

“Verlas manejarse con personas más grandes que ellas, simplemente sin ningún tipo de problema. Verlas con personas más pequeñas, que ella, ayudándolos, porque les nace y no porque alguien les dice ve y ayuda.”

Health benefit

Better control of health condition:

“A la nena mayor mía le daba muchos ataques de pánico. Cada vez que iba a coger un examen y eso, rápido le daba dolor en el pecho. Yo lleve, la lleve varias veces, al médico, pero me decían, mira es ansiedad. Y entonces, pues, no solamente la cuestión educativa.”

Family benefit

Stronger bond between siblings:

“Ellos siempre, que ya están grandes, recuerdan, es la cuestión de la interacción con sus hermanos. Es cuán bien, los recuerdos, la este, que te digo para mí, yo le doy gracias a Dios que en ese momento tomamos la decisión porque ellos han creado ahí, como una (junta las manos simulando un “bonding”) es muy especial, muy especial. Cosas tan, que, si podíamos viajar, viajamos todos varias veces, ves que eso fue una cosa bonita también que se nos dio, hay unas

oportunidades de tener esa, yo creo que, en el aspecto, lo académico pues fue muy bueno y el aspecto de, de, de la realidad de nuestra familia, yo te digo que fue excelente.”

Question # 6 in the guided questions: What are the disadvantages of homeschooling?

CATEGORY: DISADVANTAGES OF HOMESCHOOLING

CODE: DHS

The findings of this research showed that parents were able to identify the disadvantages of homeschooling. Among the results, the most frequent responses amongst the participants were reduced personal time for mom, no disadvantages, and being judged by society.

Reduced personal time for mom was the most frequent response among the participants. Based on the interviewee's responses, one of the participants mentioned as one of the benefits of homeschooling: *“Uno no tiene tiempo como para uno (riéndose) porque estas con ellos veinticuatro siete.”* Another participant mentioned: *“Una mamá que le gusta irse a hacer ejercicio después de dejar los nenes a la escuela, no puede hacerlo. O se los lleva. Te los tienes que llevar a todos lados. Pero si sabes aprovechar todo, y crearlo como un estilo de vida, porque “okay”, una mamá que se va hacer ejercicios, pero se va hacer ejercicios con sus hijos pues ya eso es Educación Física para ellos. Una mamá que se va hacer compra con ellos, pues les puede enseñar como mantener un “budget”, como este, o sea, es cuestión de, de, de, de cómo lo ves.”*

The second most frequent response mentioned was that there existed no disadvantages *“Ninguna, yo no le encuentro ninguna desventaja.”*

The third most frequent response mentioned based on the disadvantages mentioned was, being judged by society: *“Al principio, socialmente, ¡ehh! la gente te trata como si tú fueses quizás, ¡ehh!, una persona, ¡ehh! extraña, un “hippie”, ¡ehh!, una persona sin ningún tipo de noción de, de la sociedad, ni nada por el estilo.”* Another interviewee expressed: *“La sociedad te acribilla, que la sociedad te margina y pues si uno no está claro en lo que uno quiere pues puede llegar afectar al padre.”*

The following table indicates the most frequent responses based on the disadvantages on homeschooling:

Table 9.

Disadvantages of homeschooling

CATEGORY: DISADVANTAGES OF HOMESCHOOLING CODE: DHS	NUMBER OF TIMES MENTIONED
reduced personal time for mom	3
no disadvantages	2
judged by society	2

The following responses were also stated by the interviewees as homeschool disadvantages, these were: requires elevated parental commitment to child’s education, lose track of time, limited employment opportunities for parent, maintain different lifestyle from the norm, financial sacrifice, learn to “unschool”, slightly isolated from world events, excessive amount of comfortability from child to parent-teacher, cost of education paid by parents, lack of access to

educational material of the Department of Education, and lack of educational places in the western area.

Requires elevated parental commitment to child's education:

“Más que nada esto requiere de mucho compromiso. Y no todos los papás están dispuestos a esto. Requiere sacrificios.” Another participant mentioned: *“Pues que es mucho trabajo. Es un, es una, un sacrificio para mí. ¡Umm!, para hacer mi trabajo yo lo tengo que hacer por la noche (riéndose) y cosas así y, porque yo los pongo a ellos primero.”*

Lose track of time:

“Te puedo poner ahí lo del tiempo, donde uno pues quizás puede perder el, el, la noción del tiempo.”

Limited employment opportunities for parent:

“Yo soy madre soltera, así que eso me limita a mí lo que es poder trabajar fuera, pero como maestra tutora pues trabajo en el hogar.”

Maintain different lifestyle from the norm:

“Esto no es para todo el mundo.”

Financial sacrifice:

“Alguien se tiene que quedar en la casa. Yo tuve que hacer un sacrificio enorme económicamente.”

Learn to “unschool”:

“Tuve que aprender a desescolarizarme.”

Slightly isolated from world events:

“Está la posibilidad que, que, que nos aislemos un poco en términos de, de lo que está pasando fuera, verdad. ¡Verdad, este...y... ehh! un poquito esa cuestión de ingenuidad para algunas cosas.”

Excessive amount of comfortability from child to parent-teacher:

“A veces se recuestan de que es mami la que está enseñando (riéndose), y entonces como que “! ahh, mamiii, vamo!’ a cogerlo suave.”

Cost of education paid by parents:

“Yo tengo que pagar por todos los libros, yo tengo que pagar por todo este yo misma.”

Lack of access to educational material of the Department of Education (DE):

“El acceso a esas cosas que tienen mucho los niños de escuela pública. Como que le dieron computadora, y cosas así. Esas son desventajas para mí.”

Lack of educational places in the western area:

“En el área metropolitana tiene muchas, muchas, oportunidades, a nivel de lugares de visita, museos. El área oeste pues yo he notado, porque yo llegue a participar de un grupo en Dorado, en un momento dado y encuentro la diferencia, en el área oeste, en cuestión a que no tienen mucho eso.”

Question # 7 in the guided questions: Have you had any negative experiences as a homeschool family?

CATEGORY: NEGATIVE EXPERIENCES HOMESCHOOL FAMILY

CODE: NEHSF

The findings of this research showed that parents were able to identify the negative experiences, if any, as a homeschool family. Among the results, the most frequent responses amongst the participants were social prejudice, family disagreement, and families that have not confronted any negative experiences.

Social prejudice was the most frequent response among the participants. Based on the interviewee's responses, one of the participants mentioned *"Muchas veces como que, '! ah mira, que tú nena no esto, no socializa, no lo otro!'"* Also, another participant expressed: *"Te cuestionan y te cómo que, este, cuando uno toma decisiones que son un poquito contracorriente, yo creo que eso molesta un poco, y las personas se siente un poco como que, agredida de cierta manera, ves. Este, y entonces, por ejemplo, a mí me preguntaban mucho", ¿Pero cuando tus nenes van para la escuela?, ¿Cuándo tus nenes van para la...?". Les incomodaba de alguna manera que mis hijos no estuvieran en la escuela, ves. Y me reclamaban mucho que sí, la cuestión de la socialización, pero mira, nosotros teníamos tantas formas en que socializábamos."* In addition to, another participant indicated: *"Si te puedo decir que yo he aprendido, al principio esa emoción que a uno le da de ser 'homeschooler' quieres como que decírselo a todo el mundo, y cuando uno lo dices a veces te miran extraño. Y pues he aprendido a no, decírselo a todo el mundo. No todo el mundo lo recibe de la misma manera."* Furthermore, a participant mentioned: *"Pues que la gente juzga a eso y lo ven como si 'ustedes, los niños*

tuyos, no, no están, como “they are not socialized” y como que no preguntan, ellos juzgan primero. Yo creo que la gente juzga mucho, pero, uno después de muchos años “you develop thick skin, so it doesn’t really, and I am like ‘whatever’.” Finally, a participant mentioned: “Sí a veces tú tienes que adiestrar a la gente por lo que tú comentaste, por el, por el motivo de tú tesis verdad, porque hay gente que no sabe, si tienes prejuicios de personas, pero también el mismo nene, mi hijo cuando lo conocen, cuando habla pues ya contesta las inquietudes.”

Family disagreement was the second most frequent response: “A veces empiezan a comparar con primitos, o etcétera, “¿mira y cómo van los nenes, pero como los evalúan?” Este, pero, “¿se supone que este tal grado o ¿ya el primito tiene tal, tal nota, ya lo evaluaron, ya él se sabe eso?” Esas cosas, jummm!, eso es lo que incomoda un poquito (sonriendo).” Another participant expressed the following based on the negative experience: “Cuando se tomó la determinación de que Amnir iba a estudiar “homeschooling”, jehh! por parte, en aquel momento verdad yo estaba casada, y mi lado de la familia estaban muy contentos con la determinación, el lado de mi exmarido no lo estaba.”

Have not confronted any negative experiences was the third most frequent response: “¡Jamás!” Y ando con mi esposo y eso es, jamás (con mucho énfasis). Esto ha sido para nosotros lo más grande. Yo soy más feliz. Yo sufría cuando estaba en la escuela.”

The following table indicates the most frequent responses based on negative experiences as a homeschool family:

Table 10.

Negative experience of homeschooling families

CATEGORY: NEGATIVE EXPERIENCE HOMESCHOOL FAMILY CODE: NEHSF	NUMBER OF TIMES MENTIONED
social prejudice	7
family disagreement	2
families that have not confronted any negative experiences	2

Question # 8 in the guided questions: If you had the opportunity to auto evaluate the process of homeschooling, what would you improve? What would you do different?

CATEGORY: AUTOEVALUATE PROCESS HOMESCHOOLING

CODE: AEPHS

The findings of this research showed that parents were able to auto-evaluate themselves. Among the results, the most frequent response amongst the participants was elevated level of satisfaction with homeschooling process, less pressure as a parent-teacher, develop more patience.

Elevated level of satisfaction was the most frequent response among the participants. Based on the interviewee's responses, one of the participants mentioned: *"Yo no cambiaría prácticamente nada, porque yo le he dado de todas las oportunidades a mis hijos, yo los he expuesto a todo lo que han querido, a todo lo que yo he entendido."* Another participant mentioned: *"Nada cambiaría, porque de verdad que me he disfrutado todo, a diferencia de mi*

hijo mayor a mi segundo hijo, que me perdí muchas cosas de su vida, con este me las he disfrutado más.” One last participant mentioned: *“Yo no me arrepiento.”*

Less pressure as a parent-teacher was the second most frequent response: *“A veces me exijo mucho como mamá.”* Another participant expressed the following based on the negative experience: *“Yo creo que yo iría para atrás y me diría que todo va estar bien, no te preocupes tanto, este cógelo más suave. No sería tan estricta con todo ni preocupada.”*

Develop more patience was the third most frequent response: *“Como todo padre que está educando a nenas chiquititas, el poder manejar y autocontrolarme cada vez más, la paciencia se aprende con las situaciones.”*

The following table indicates the most frequent responses based on the participants auto-evaluation as part of their process as a homeschooling family:

Table 11.

Parents auto-evaluation of homeschooling process

CATEGORY: AUTOEVALUATE HOMESCHOOL PROCESS CODE: AEPHS	NUMBER OF TIMES MENTIONED
elevated level of satisfaction with homeschooling process	4
less pressure as a parent-teacher	2
develop more patience	2

The following aspects of auto evaluation were mentioned among the participants: allow child to be more independent, create a balance between structured and non-structured mentality,

improve organization, learn to “unschool,” eliminate academic and non-academic skills not used in real life, and enjoy more the homeschooling process.

Allow child to be more independent:

“Dejarla ser un poco más independiente. Quizás soltarla, ¡ehh!, yo creo que ella estaba más que lista para hacerlo todo sola y dejar que ella me pidiera la ayuda.”

Create a balance between structured and non-structured mentality:

“Estaba un poquito todavía, ¡ehh! con esa mentalidad de, de estructura, de estructura. Y no es malo pues cuando aquí éramos cuatro, quizás a veces me faltó estructura también.”

Improve organization:

“Necesito mucha organización porque es que tengo tanta cosa.”

Learn to “unschool”:

“Yo no sería tan este, en el principio yo era estricta y bien preocupada que no estaba cubriendo todas las bases, “I had to unschool myself.”

Eliminate academic and non-academic skills, not used in real life:

“Uno en la escuela uno aprendió cosas que nunca uno usó, pues entonces estoy en esas. Ya que, eso tu no lo vas a usar en la vida diaria.”

Enjoy more the homeschooling process:

“Y eso yo creo que es la parte que te, es bueno porque tú no te conformas, tratas de dar lo mejor todo el tiempo de ti como madre y como educadora. Pero a la misma vez también es, este, pues, te puedes cansar, te puedes, verdad, este, drenar en ese sentido porque a veces tú sientes que no lo estás dando y realmente pues sí, lo estás dando, no ser tan dura conmigo misma.”

Chapter V.

Discussion

This chapter presents the discussion of the results of the study according to the analysis of the data for the sub questions and the main research question, as well as their relationship with the investigations of the literature review and the conceptual framework. After the discussion, the conclusions, limitations of the study, and recommendations for future research are presented.

The population investigated in the research consisted of ten (10) homeschool families. These ten (10) families were divided in two (2) groups: five (5) homeschool families belonged to the homeschool support group “WEAVER del Oeste”: from the municipality of Mayaguez (in the western part of the island of Puerto Rico) and five (5) homeschool families belonged to the homeschool group “*Rayitos del Saber*”, from the municipality of Trujillo Alto (in the metropolitan area of Puerto Rico). Both homeschool support groups belong to the TCHER’S organization.

A triangulation for the analysis of the information collected was conducted by the researcher in collaboration with two (2) experts; researcher has a master's degree in Secondary Education in English. The expert has a doctoral degree in Curriculum Development and Instruction and the other expert has a doctoral degree as a Clinical Psychologist with experience in treating children and adolescents along with being a home educator mother. These experts aided in the establishment and verification of the categories of the information collected from the participants.

Conclusions

1. The participants from both regions; Mayaguez and Trujillo Alto, expressed that the following reasons that led them to choose homeschooling as an educational alternative were, negative perception of school environment, negative perception of school non-conformity of teaching quality, take full parenting responsibility, and child's health condition.
2. The participants from both regions: Mayaguez and Trujillo Alto, expressed that the following reasons that led them to remain in homeschooling were, high academic and social development, reinforce child's learning style, enjoyable lifestyle, convenience of comfort and flexibility, increase in extracurricular activities, and meet child's individual needs.
3. The participants from both regions: Mayaguez and Trujillo Alto, expressed the following based on homeschool curricular options: Khan Academy curriculum along with the textbook "*Santillana*."
4. There are differences in the reasons to choose, remain and the selection of curricular options of homeschooling between both geographical regions.

Differences in the reasons to choose homeschooling between both geographical regions.

The findings of this research showed that there were differences between both geographical regions: Mayaguez and Trujillo Alto in the main reasons that led parents to choose homeschooling. Among the reasons that led parents belonging to the geographical region of Mayaguez to choose homeschooling as an educational alternative were, reinforcement of teaching values, reinforce child's learning style, administrative

mismanagement of bullying in school, curricular options based on language preference, teacher student abuse, excessive amount of schoolwork, and offer stability to child.

On the other hand, the reasons that led parents belonging to the geographical region of Trujillo Alto to choose homeschooling as an educational alternative were, previous exposure to homeschooling environment, cost of education, child's special needs, previous negative experience with the Department of Education, and spend quality time with child.

Differences in the reasons to remain in homeschooling between both geographical regions.

The findings of this research showed that there were differences between both geographical regions: Mayaguez and Trujillo Alto in the main reasons that led parents to remain in homeschooling. Among the reasons that led parents belonging to the geographical region of Mayaguez to remain in homeschooling were, child's health condition, shared decision, enjoys learning process, high academic and social development, flexible schedule, protect childhood, provide security from external factors, offer stability to child, and offer better teaching quality.

On the other hand, the reasons that led parents belonging to the geographical region of Trujillo Alto to remain in homeschooling were, decision confirmed throughout observations of other families, cost of education, decision validated year after year, school grades were not equal to knowledge, and high academic and social development.

Differences between the selection of curricular options of homeschooling between both geographical regions.

The findings of this research showed that there were differences between both geographical regions: Mayaguez and Trujillo Alto within the selection of curricular options

of homeschooling. Among the differences within the curricular options of homeschooling belonging to the geographical region of Mayaguez were the following curriculums: Calvert Education, SETON, My Fathers World and Alpha and Omega/Life Pac. On the other hand, the curricular choice of homeschooling belonging to the geographical region of Trujillo Alto: Abeka Book.

Among the differences within textbook options belonging to Mayaguez were none. However, the textbook options belonging to Trujillo Alto were, Nilsa Ortega, Editoriales SM, “Editorial Panamericana,” Norma, Chicola Mejías and Savia.

Among the differences within online resources belonging to Mayaguez were none. While the textbook options belonging to Trujillo Alto were, Splash Learn, Time for learning, Power homeschool, Happy Learning and Time Worksheet.

The research questions are discussed below. The main question will be discussed at the end of this session.

Discussion of results

Sub question #1. What are the reasons why parents choose the educational alternative of homeschooling in two different geographical regions in Puerto Rico?

According to the Merriam Websters Dictionary (2021), the term *reasons* refer to a statement or fact that explains why something is the way it is, why someone does, thinks, or says something, or why someone behaves a certain way. In addition, the term *choose* is defined as to decide what you want (Websters Dictionary, 2010). As a conceptual definition, factors for choosing homeschooling can be defined as those factors parents take into consideration for deciding a parent led home-based education (Merriam Webster’s English Dictionary, 2010). To

collect the information for this study, the participants were asked the following question: *What are the reasons that as a parent led you to choose to homeschool as an educational alternative for your children's education?*

The findings of this research showed that parents from both regions were able to identify the reasons they choose homeschooling as an educational alternative. Among the results were the following: previous exposure to homeschooling environment, negative perception of school environment, reinforcement of teaching of values, take full responsibility, non-conformity of teaching quality, child's health condition, reinforce child's learning style, cost of education, administrative mismanagement of bullying in schools, curricular options based on language preference, teacher-student abuse, child's special needs, nonconformity of academic offer, excessive amount of school work, offer stability to child, previous negative experience with Department of Education, and spend quality time with child.

In terms of answering sub question #1: *What are the reasons why parents choose the educational alternative of homeschooling in two different geographical regions in Puerto Rico?* According to the findings, among the reasons that led parents belonging to the geographical region of Mayaguez to choose homeschooling as an educational alternative were, reinforcement of teaching values, reinforce child's learning style, administrative mismanagement of bullying in school, curricular options based on language preference, teacher student abuse, excessive amount of schoolwork, and offer stability to child. On the other hand, the reasons that led parents belonging to the geographical region of Trujillo Alto to choose homeschooling as an educational alternative were, previous exposure to homeschooling environment, cost of education, child's special needs, previous negative experience with the Department of Education, non-conformity of academic offer and spend quality time with child. In addition to the reasons already

established from each region at the beginning of this paragraph, the participants from both regions: Mayaguez and Trujillo Alto, agreed on the following reasons that led them to choose homeschooling as an educational alternative, negative perception of school environment, non-conformity of teaching quality, take full parenting responsibility, and child's health condition.

GEOGRAPHICAL REGION OF MAYAGUEZ: WEAVER

The reinforcement of teaching values to their children. Based on the reasons that led parents to choose to homeschool as an educational alternative for their children's education, one of the participants mentioned: "*Convicciones de valores, una base que nosotros le pudiéramos enseñar nosotros.*"

The reason of reinforcement of teaching values to their children as mentioned by the participants in this study as to why choose homeschooling as an educational alternative, are like those of Chandler's (2015), in *A Survey of the Factors Influencing Parents in Michigan to Select Full-Time Cyber Learning for their Children in Grades K-6*. The purpose of this study was to explore the factors that parents took into consideration when choosing full time cyber learning for their children's school experience. The findings according to Chandler (2015) were, that parents seemed interested in being able to individualize education for their children and being able to instill their values in their children by educating them at home. The importance of teaching values to their children as homeschool families are in some manner like Chandler's study. They, the participants from this study along with the participants of his study, express in the teaching of values.

Furthermore, the reinforcement of teaching values to their children as mentioned by the participants in this study as to why choose homeschooling as an educational alternative, are

similar to those of Ray (2014), in which he stated that parent's motivation to home educate their children is due to teach and impart a particular set of values and beliefs, and a worldview to their children. Brian D. Ray is internationally known for his research on homeschooling. He is the founding president of the nonprofit National Home Education Research Institute (NHERI) in Oregon, U.S.A. Dr. Ray has been investigating the home school movement for over thirty (30) years.

Reinforcing their child's learning style. Reinforcing child's learning style was mentioned among the interviewees based on the reasons parents choose homeschooling as an educational alternative:

“No retenían la información por más que se, muchos dicen que no es embotellamiento, pero es embotellamiento (riéndose). Y, no se les quedaba la información. A veces llegaban tan bloqueadas a, al momento del examen, y venía el maestro y decía “mira vamos a tener que hacer algo porque no me contestó nada del examen”, cuando me contestaban perfectamente en casa y era la misma tensión.”

Reinforcing their child's learning style, according to the participants response, concurs with the research conducted by Thomas (2016) on reasons why parents choose to homeschool, *Instructional Motivations: What can we learn from Homeschooling Families?* Thomas (2016) extracted the motivations of parents behind homeschooling instructional decisions. Participants were asked about the reason for their instructional routines. The researcher questions were designed to uncover homeschooler motivations related to curriculum and instructional decisions, *what are the pedagogical reasons for how homeschoolers structure their time? What practices or methods are they using that suggest how the academic day should be arranged? To what*

extent does the child affect educational decision? The findings of the study were the following: 45% based their decision on child's learning style, 37% based their decision on personal preference, and 1% based their decision on curriculum package. According to Thomas (2016), listening to parents can bring a greater consciousness of what is important to families regarding academic decisions. The importance of optimizing and respecting the child's learning style is important when it comes to the reasons of why the participants choose this educational modality.

Administrative mismanagement of bullying in schools.

Administrative mismanagement was another one of the reasons proved by the participants of this study: *“Lo primordial fue el “bullying,” por lo menos en mi experiencia es que no están trabajando con el “bullying” de una manera efectiva.”* This response coincides with one of the leaderships in homeschool policy making, and research among with aid to parents interested in home education, Global Home Education Conference. The GHEC (2016), stated that parents interested in home education, assert that home education meets the needs of families who are not satisfied for several reasons, among them bullying. In addition to bullying, low academic standards, religious convictions, and philosophical convictions. According to this movement, this “one size fits all” reality of traditional schooling does not fit everyone, along with the way bullying is dealt with in school environments.

Additionally, administrative mismanagement of bullying as a reason to choose home-education as an educational alternative is what Glasser (1999) proves in one of his five (5) basic needs: *survival*, the first basic need in Glasser's Choice Theory. According to this theory, personal security relates to this specific need. In an educational setting, if a threat toward the child exists, it has the potential to influence a parent's choice of where their children learn. If

schools are perceived as an unsafe environment, then other educational alternatives may be attractive (Olsen 2008).

Curricular options. Having a selection of different curricular options was based on one of the reasons that led parents to choose to homeschool as an educational alternative for their children's education. Curricular options were mentioned among the participants. One interviewee mentioned:

“El idioma, mi hija, su primer idioma es el español, más, sin embargo, su idioma de preferencia para leer, para escribir, para estudiar es el idioma inglés. Y conseguir una escuela cuyo currículo sea completamente en el idioma inglés, además de difícil, es sumamente costoso.”

Curricular options based on language preference as a reason to choose home-education, as an educational alternative, is what Holts suggest as an educational reform in which everyone has the freest possible choice to learn whatever they want to learn, whether in school or in some altogether unique way *How Children Learn* (1995). Holts believed that this educational practice allows children to be in the real world. Holts' educational philosophy also proved that children are not receptacles of knowledge that can only learn in a school room. This freedom allows the parent to choose their curriculum and adapt it to not only their child's interest but need. It is important to establish, that to have the choice to choose the curriculum is one of the reasons as why participants choose homeschooling as an educational option.

In addition to Holts educational theory, curricular options based on language preference as a reason to choose home-education as an educational alternative, is also what Glasser (1999) proves in one of his five (5) basic needs: *freedom*, in his Choice Theory. *Choice Theory* (1999)

opposes the traditional – external control psychology - used for many years in which consists of individuals going against each other in forcing others to go against their own will. *Choice Theory* rests on the belief that all human behavior is “chosen,” and that we choose our behaviors to satisfy five (5) basic needs that are common to all humanity: safety and survival, love and belonging, power, freedom, and fun (Glasser, 1999). Curricular options based on language preference, fits into one of the five (5) basic needs under Choice theory: *freedom*.

Teacher-student abuse. Having the experience of teacher-student abuse with child was based on one of the reasons that led parents to choose to homeschool as an educational alternative for their children’s education. One participant mentioned “*Una maestra, en la escuela, pues le dio a mi hija*”, as a reason to choose homeschooling.

Teacher student abuse as a reason to choose home-education as an educational alternative is what Glasser (1999) proves in one of his five (5) basic needs: *safety and survival*, in his Choice Theory. Teacher student abuse fits into one of the five (5) basic needs under Choice theory: *survival*. Survival is the first basic need in Glasser’s Choice Theory. Personal security relates to this need. If it is threatened, it negates any of the needs that extend from it. In an educational setting, if a threat toward the child exists, it has the potential to influence a parent’s choice of where children learn. If schools are perceived as an unsafe environment, then other educational alternatives may be attractive (Olsen, 2008).

Excessive amount of schoolwork. Another reason among the participants to choose home education was the excessive amount of schoolwork. One participant mentioned: “*La cantidad excesiva de trabajo que se le daba a, en ese momento, fue en el 2014 para el 2015, ¡ehh!, que estaban las nenas en la escuela, y... era, era horrible, teníamos que estar estudiando*

desde que salíamos de la escuela, se bañaban rapidito, yo cocinaba “flash” para entonces estudiar hasta casi las diez de la noche. A veces estaban extenuated estudiando.”

The reasons mentioned by the participants in terms of excessive amount of schoolwork, as to why choose homeschooling as an educational alternative, coincide with Mazama and Lundy (2013) in their study *African American Homeschooling and the Question of Curricular Cultural Relevance*. According to responses from the interview, the school curriculum destroys African American children’s self-esteem and sense of personal growth. Thus, excessive amount of schoolwork as one of the reasons that lead parents to choose homeschooling as an educational alternative in this study, 3.9% of its participants indicated the excessive amount of schoolwork given at school to take home. The findings of this study revealed general discontent with the traditional school program. The other findings based on African Americans decision to homeschool were, quality of education 23.5%, racism 22.4%, family bonding 12.8%, religion 8.9%, safety concern 7.1%, financial constraints 3.9%, moral non-religious 3.9%, as proved previously, 3.9% for too much homework, and 3.9% for special needs.

Offering stability to child. Offering stability to their child was based on one of the reasons that led parents to choose to homeschool as an educational alternative for their children’s education. One participant mentioned:

“Quería darle algo estable a mis hijos en este tiempo que nos íbamos a mudar y yo sabía que con “homeschooling” yo podía darle algo que ellos tenían estable no importaba los cambios que estaban pasando en el mundo o en mi vida o en la vida de mi familia.”

Offering stability to child is similar to Joyce Epstein’s Model of Parental Involvement. Epstein (1985) proves that parental involvement in educational settings may be defined as way

parents are recognized to contribute in significant ways to their children's education and development. Epstein also asserts that parental involvement in children's schooling has been repeatedly shown positively and significantly correlated with a number of positive child outcomes (1985). The response of this study is alike Epstein's Model, since it gives importance to offer stability to a child to improve the child's educational environment.

GEOGRAPHICAL REGION OF TRUJILLO ALTO: "RAYITOS DEL SABER"

Previous exposure to homeschooling environments. Based on the reasons that led parents to choose to homeschool as an educational alternative for their children's education, one of the participants expressed:

"Yo siempre en mis trabajos estuve rodeada de compañeros en la industria farmacéutica que hacía "homeschooling" desde que yo estaba soltera. So, yo realmente no estaba tan ajena al tema. En todas las farmacéuticas que estuve, tenía compañeros que hacían "homeschooling". Así que, y me fui empapando desde que estaba soltera. Y escuchaba del tema. Luego tengo unas de mis mejores amigas que, desde escuela elemental, cuando me entero, ella era la presidenta de TCHERS'. Así que todo se orquestó de una manera tal que yo creo que eso era y punto. Estaba rodeada literal."

Not enough research evidence was found concerning the response of previous exposure to homeschooling as a reason to choose home education.

Cost of education. The cost of education was also one of the reasons that led parents to choose to homeschool as an educational alternative for their children's education. The cost of education was also mentioned among the interviewees: One participant stated:

“El costo de la educación, que valiera la pena realmente pues uno lo piensa y para poder costearlo implicaba que uno no iba a pasar mucho tiempo de calidad con mis hijas.”

Not enough research evidence was found concerning the response of cost of education as a reason to choose home education. However, this response is similar to the response of the participants in the guided question # 2 as to the reasons parents remain in home education. One participant had stated:

“Gastos económicos al yo tener dos, en las escuelas, ¡ehh!, todo es un centro de, de, pedidos, peticiones, tráeme esto, tráeme lo otro, además quizás de lo que pagues si estas en un colegio.”

This response was similar to the research conducted by the researcher throughout personal communications at a NOT BACK TO SCHOOL PARTY from the WEAVERS SUPPORT HOMESCHOOL GROUP on August 24, 2018. Participant # 1 (personal communication, August 24, 2018) stated: *“Factores financieros nos limitan a tener como opción una academia cristiana privada.”*

Child’s special needs. Child’s special needs was based on one of the reasons that led parents to choose to homeschool as an educational alternative for their children’s education. The reasons mentioned by the participants as to why choose homeschooling as an educational alternative, coincide with Olsen (2008) in his study *Understanding Parental Motivation to Home School: A Qualitative Study*. The findings revealed that one of the primary factors that initially motivated parents to homeschool was their child’s special learning needs. Taking this into consideration, it is important to understand parents’ reason to choose home education, preferring

themselves as a parent/teacher in their children's education rather than another teacher satisfying their children's needs.

Nonconformity of academic offer in schools. Another response from the participants of this study was non-conformity of academic offerings in schools. This response was also a reason that led parents to choose to homeschool as an educational alternative for their children's education. One participant mentioned: *"Inconformidad sobre lo que se ofrece hoy día, por más especializado, no se adapta a las necesidades de los jóvenes."*

The reasons mentioned by the participants in terms to nonconformity of academic offer in schools, as to why choose homeschooling as an educational alternative, is similar with Thomas (2016) in his study *Instructional Motivations: What can we learn from Homeschooling Families?* The ethnographic research conducted surveys and interviews in which parents were asked about the reasons for their motivations to homeschool. The findings were the following: 45% based their decision on child's learning style, 37% based their decision on personal preference, and 1% based their decision on curriculum package. All this leading to, dissatisfaction of academic offering in schools.

Previous negative experience with Department of Education. Previous negative experiences with the Department of Education were also mentioned among the participants. However, not enough research was found on this particular response as a reason to choose home education.

Spending quality time with their child. Spending quality time with their children was a response to reasons to home educate. *"Pasar más tiempo con mi hijo, a la verdad que uno en la escuela uno se pierde muchas etapas y muchos procesos."*

Spending quality time with their child as one of the responses of the study as to why choose homeschooling, coincide with the *Caribbean Center of Home Education* known as *TCHERS'*, in which they affirm that many families begin to homeschool because they desire to extend their preschool time with their children as a lifestyle. In addition to, Joyce's Epstein Model of Parental Involvement, establishes the importance of contributing to children's education and development by creating a family partnership between the school and family, by spending quality time together. The main reason for developing school, family, and community partnership, is to help children succeed in school, and later in life. Parental involvement in children's education has been repeatedly shown to be positively and significantly correlated with a number of positive child outcomes.

In addition, spending quality time with their child as part of the reasons mentioned by the participants in this study as to why choose homeschooling as an educational alternative, are similar to those of Dahlquist, York-Barr & Hendel, (2006), religious beliefs, family closeness, dissatisfaction with socialization in schools, opportunities for hands-on learning, and a flexible lifestyle, are some of many reasons parents decide to home educate their children. Also, Olsen (2008) proves that parents may offer an alternative education because it consists of fulfilling each student's particular need by avoiding the traditional method of having every single student go at the same pace, while other parents may consider homeschooling as a manner to satisfy a students' learning style.

Moreover, the findings of this study; in terms of spending quality time with their child, coincide with Brain Ray (2010) in which he reported six (6) main reasons parents homeschool their children. Among them are the following: first, parent's desire for the children to accomplish more than they would accomplish by being enrolled in a public school. Second, parents desire to

use an individualized curriculum. Third, it is important for the parent to meet the child's needs and strengths by providing a different learning environment. Fourth, Parents desire to enhance family relationships among parents and siblings. Fifth, parents desire to provide a guided socialization among children's peers. Sixth and last reason parents choose to home school their children, is related to safety issues. According to Ray (1999), education should be a parent's responsibility. Parents are entitled to choose how their children should be educated; by deciding what form of schooling meets the complex needs of their children.

Equally important and in general terms, the reasons mentioned by the participants in this study as to spending quality time with their child, as part of their reasons to choose homeschooling as an educational alternative, also coincide with Mazama and Lundy (2013) in the study *African American Homeschooling and the Question of Curricular Cultural Relevance*. The findings revealed general discontent with the European ethnocentrism that characterizes traditional school curricula. According to answers from the interview, the school curriculum destroys African American children's self-esteem and sense of personal growth. The other findings based on African Americans decision to homeschool were the following: quality of education 23.5%, racism 22.4%, family bonding 12.8%, religion 8.9%, safety concern 7.1%, financial constraints 3.9%, moral-nonreligious 3.9%, too much homework 3.9%, and the last reason, special needs with a 3.2%.

Additionally, the reason spending quality time with their child, also mentioned by the participants in this study as to why choose homeschooling as an educational alternative, also concur with *Understanding Parental Motivation to Home School: A Qualitative Study* by Olsen (2008). Olsen's study intended to explore why do people remove their children from traditional public-school programs to initiate homeschooling and how well do public school personnel

understand this motivation. The findings to his study revealed the following: primary factors that initially motivated parents to homeschool, were the negative effects of peer socialization, religion, child's special learning needs, negative experience of parents as students, lack of administrative support, incident at school including the child, and last; unique environmental needs of families (Olsen, 2008).

Likewise, the responses of the participants of this study based on the reasons why parents choose home education as an educational alternative, are like the reasons exposed in The Caribbean Center for Home Education Resources; known as TCHERS' (2021). Among some reasons, TCHERS' (2021) mention that reasons for homeschooling in Puerto Rico are the following: dissatisfaction with the traditional system, incidents concerning school environment, too much academic stress, health / illness reasons, beliefs or philosophies, and unmet special needs of their children.

GEOGRAPHICAL REGION OF MAYAGUEZ AND TRUJILLO ALTO: WEAVER AND “RAYITOS DEL SABER”

Having a negative perception of school environment. Based on the reasons that led parents to choose to homeschool as an educational alternative for their children's education, one of the participants expressed as a reason to choose this educational modality was: *“Los ambientes que imperan en las escuelas, ofrecimientos.”* Another participant expressed: *“Muchos escándalos con la educación.”* The final participant stated: *“No me gustó lo que vi en las escuelas porque mi hijo estaba en, lo saqué, para “homeschooler” en tercer grado, el primer semestre del tercer grado.”*

Having a negative perception of school environment, according to the participants response, concurs with the study results of Wagner (2008). The reason mentioned by the participants in this study as to why choose homeschooling as an educational alternative, coincide with the study *Parental Perspectives of Homeschooling: A Qualitative Analysis of Parenting Attitudes Regarding Homeschooling as Opposed to Public Schooling* (Wagner, 2008). The researcher's purpose was to identify and describe how parents justified their decision to homeschool rather than enrolling their children in public schools. It also served to explore how parents felt secure or insecure regarding their beliefs towards homeschooling and public school, since homeschooling has evolved as a workable alternative to public schools. The findings revealed the following: four of five (4 of 5) participants (80) % wanted to be the main influence in their child's lives and not have their children influenced by other teachers or students in public schools.

In addition to, having a negative perception of school environment as a reason to choose home-education as an educational alternative, is what Ray (2010) asserts to what end home-education provides a safer environment with less physical, mental, emotional, and verbal abuse, less exposure to drugs, alcohol, bullying and sex; this statement also concurs with the results of this study. Moreover, educating at home provides a more reliable setting for a particular set of beliefs and values (Ray, 2010). Altogether, having a negative perception of the school environment as one of the reasons that lead parents to choose homeschooling as an educational alternative in this study, coincides with Rays statement in which home education provides a safer environment for the child.

As well, having a negative perception of school environment as a reason to choose home-education as an educational alternative, is what Glasser (1999) in his Choice Theory proves in

one of his five (5) basic needs: *safety and survival*. Having a negative perception of school environment, fits into one of the five (5) basic needs under “Choice theory”: *survival*. Survival is the first basic need in Glasser’s Choice Theory. Personal security relates to this need. If it is threatened, it negates any of the needs that extend from it. In an educational setting, if a threat toward the child exists, it has the potential to influence a parent’s choice of where children learn. If schools are perceived as an unsafe environment, then other educational alternatives may be attractive (Olsen, 2008).

Moreover, the responses of the participants of this study based on having a negative perception of school environment is similar to the reasons exposed in The Caribbean Center for Home Education Resources (2021), which expresses how families become disillusioned with traditional school systems and decide that homeschooling is a better option for them.

Taking full responsibility. Taking full responsibility was based on one of the reasons that led parents to choose to homeschool as an educational alternative for their children’s education. One participant mentioned:

“No podíamos tener hijos y logramos tener una bebé después de mucho tratamiento y mucha cosa, así que cuando fui al sistema, no lo vislumbraba como primera opción, tomar el control y agradecimiento de que, si la busqué, me metí en cuantas cosas pues mira, voy a asumir la responsabilidad completa y no dársela realmente a nadie más.”

Taking full responsibility as a reason to choose home-education as an educational alternative is what Aurini and Davies (2005) prove and assert of why many homeschool families remove their children from schools because they believe their responsibility as parents is to educate them by providing forms of pedagogy. Among the findings conducted through these

parent's interviews, some emphasized on the individuality of the child's development. Parents' motifs are to increase a child's personality, talents, and sense of self, as stated in an interview: *"Every child has some genius in them, something they are passionate about. Our job as parents is to find that. And I don't believe the public school system does a very good job of that."*

Taking full responsibility is also what Epstein proves in her model of Six Types of Parental Involvement (1985). Epstein developed a framework for defining six (6) different types of parental involvement in children education. Parental involvement in educational settings may be defined as a way parents are recognized to contribute in significant ways to their children's education and development. Parental involvement in children's schooling has been repeatedly shown to be positively and significantly correlated with a number of positive child outcomes. Epstein's six (6) types of educational involvement are: *parenting, communicating, volunteering, learning at home, decision making, and collaborating with community* (Epstein, 1985). Taking full responsibility coincides with *learning at home*, based on Epstein's Model. *Learning at home*, provides information and ideas to families about how to help students at home with homework, and other curriculum-related activities, decisions, and planning.

Taking full responsibility as a reason to choose home-education as an educational alternative is also what Glasser (1999) in his "*Choice Theory*" proves as one of his five (5) basic needs: *power*. Taking full responsibility, fits into one of the five (5) basic needs under Choice theory: *power*. Power is the third basic need in Glasser's Choice Theory. This need is realized when individuals can identify and achieve goals. They are capable of getting what they desire. Their cast about for power often leads humans into competition. Because an individual wants to win and have it their way, the abuse of power in authority (meaning the teacher), may contribute to parents' choice to homeschooling.

Moreover, taking full responsibility as a reason to choose home-education as an educational alternative, besides Glasser's Choice Theory and Epstein's Six Types of Parental Model, John Holts De-schooled society educational philosophy, can also be proved according to the response of the participant in terms of taking full responsibility. John Holts is considered the father of modern homeschool movement. He rejects the idea that children are passive receptacles of knowledge that can only learn in a school room. Holt makes emphasis on the educational philosophy that humanity made a terrible mistake with the best intentions when separating children from adults and learning from the rest of life. He asserts that the way back to natural learning, is being schooled at home.

Non – conformity of teaching quality. As part of the participants responses as to the reason that as a parent lead them to choose home-education as an educational alternative, non-conformity of teaching quality was mentioned. The response of non-conformity of teaching quality does not have much research as a reason to choose home education.

Child's health condition. Another reason as to why parents choose homeschooling as an educational alternative, child's health condition was also a response that was offered among the participants.

Child's health condition as a reason to choose home-education as an educational alternative is also what Glasser (1999) proves in one of his five (5) basic needs: *survival*. Survival is the first basic need in Glasser's Choice Theory. Personal security relates to this need. If it is threatened, it negates any of the needs that extend from it. In an educational setting, if a threat toward the child exists, it has the potential to influence a parent's choice of where children

learn. If schools are perceived as an unsafe environment, then other educational alternatives may be attractive (Olsen, 2008).

The following table indicates the responses of both regions based on the reasons the parents choose homeschooling as an educational alternative:

Table 12.

Reasons parents choose homeschooling according to the geographical region

REGION OF MAYAGUEZ	REGION OF TRUJILLO ALTO	REGIONS OF MAYAGUEZ AND TRUJILLO ALTO
• reinforcement of teaching values • reinforce child's learning style • administrative mismanagement of bullying in school • curricular options • teacher student abuse • excessive amount of schoolwork • offer stability to child	• previous exposure to homeschooling • cost of education • child's special needs • previous negative experience with Department of Education • spend quality time with child • non-conformity of academic offer	• negative perception of school • non-conformity of teaching quality • take full parenting responsibility • child's health condition

To summarize the findings based on the reasons parents choose to homeschool, based on the participants responses on guided question, #1: *What are the reasons that as a parent led you to choose to homeschool as an educational alternative for your children's education?* The following findings were congruent with the studies presented in the literature review chapter and the theoretical framework of this study: negative perception of school environment, reinforcement of teaching of values, take full responsibility, child's health condition, reinforce

child's learning style, administrative mismanagement of bullying in schools, curricular options based on language preference, teacher-student abuse, child's special needs, non-conformity of academic offer, excessive amount of school work, cost of education, and spend quality time with child. However, not enough research was found concerning the following responses of the participants: previous exposure to homeschooling environments, previous negative experience with the Department of Education, and non-conformity of teaching quality.

Sub question #2. What are the reasons why parents remain in homeschooling in two different geographical regions in Puerto Rico?

According to the Merriam Websters Dictionary (2010), the term *remain* is defined as to continue, to be due, or be something (Merriam Webster's English Dictionary, 2010). As a conceptual definition, factors for remaining in homeschooling, can be defined as those factors parents take into consideration for continuing in a parent led home-based education (Merriam Webster's English Dictionary, 2010). To collect the information for this study, the participants were asked the following question: *What are the main reasons that led you as a parent to remain in homeschooling?*

The findings of this research showed that parents were able to identify the reasons they remained in homeschooling. Among the results were the following: convenience of comfort and flexibility, enjoyable lifestyle, increase in extracurricular activities, reinforce child's learning style, high academic and social development, meet child's individual needs, child's health condition, shared decision, offer better teaching quality, offer stability to child, provide security from external factors, school grades were not equal to knowledge, protect childhood, flexible

schedule, decision validated year after year, cost of education, decision validated throughout observation of other families, and enjoys learning process.

In terms of answering sub question #2: *What are the reasons why parents remain in homeschooling in two different geographical regions in Puerto Rico?* According to the findings, among the reasons that led parents belonging to the geographical region of Mayaguez to remain in homeschooling were, child's health condition, shared decision, enjoys learning process, flexible schedule, protect childhood, provide security from external factors, offer stability to child, and offer better teaching quality. On the other hand, the reasons that led parents belonging to the geographical region of Trujillo Alto to remain in homeschooling were, decision confirmed throughout observations of other families, cost of education, decision validated year after year, and school grades were not equal to knowledge. In addition to the reasons already established from each region at the beginning of this paragraph, the participants from both regions: Mayaguez and Trujillo Alto, agreed on the following reasons that led them to remain in homeschooling: reinforce child's learning style, enjoyable lifestyle, convenience of comfort and flexibility, increase in extracurricular activities, and meet child's individual needs.

GEOGRAPHICAL REGION OF MAYAGUEZ: WEAVER

Child's health condition. Child's health condition was mentioned in this study as to why parents remain in homeschooling as an educational alternative. *"La salud de los hijos; no se me enferman casi nada desde que están en "homeschooling."* Another participant expressed: *"No te puedo negar que la salud sigue siendo la importante por problemas de alergia, y el miedo de como madre de que no sé, no se atiende en un momento verdad en particular que sufra ese problema."*

The child's health condition as a reason to remain in the homeschool educational alternative is what Glasser establishes in his Choice Theory (1999). The participants response in terms of child's health condition accords with Glasser's Choice Theory (1999) on one of his five (5) basic needs: *survival*. Survival, the first basic need in Glasser's Choice Theory, gives the individual the longing to work hard. Personal security relates to this need. If it is threatened, it negates any of the needs that extend from it. In an educational setting, if a threat toward the child exists, it has the potential to influence a parent's choice of where children learn. If schools are perceived as an unsafe environment, then other educational alternatives may be attractive (Olsen, 2008). In this matter, the child's legal guardian does not feel safe sending his/her child to school because of the health condition, and this becomes an influencing threat to the parent's choice of educational alternatives.

Shared decision. Shared decision was part of the participants response mentioned in this study as to why remain in homeschooling as an educational alternative. "*Ella tenía la determinación ya que ella era la estudiante.*"

Being able to share decision making as a reason to remain in the homeschool educational alternative is what Glasser establishes in his Choice Theory (1999). The participants response in terms of shared decision among the parent and child in terms of educational decision making, agree with Glasser's Choice Theory on his five (5) basic needs: *freedom*. The individuals, in this case the parents, need to live his/her life the way he/she wants in terms of when exposing children under another authority or the freedom of when, and how fitting their academic schedule.

Offer better teaching quality. Offer better quality was mentioned in this study as to why remain in homeschooling as an educational alternative. Based on the participants response:

“La calidad de la enseñanza, me siento más segura, yo verifico verdad lo que por grado requiere, pero, sentarme yo, este, estar con él y enseñarle y sé que él está aprendiendo. Este, en comparación pues ya con la competencia de un maestro con otros niños, pues no.”

Offer a better teaching quality is similar to the response of the study of Chandler (2015), *A Survey of the Factors Influencing Parents in Michigan to Select Full-Time Cyber Learning for their Children in Grades K-6*. The purpose of this study was to explore the factors that parents take into consideration when choosing cyber learning for their children. As a result, parents seemed interested in individualizing their children’s education by educating them at home and providing emphasis on teacher quality.

This reply is similar to the response of participant # 2 (personal communication, August 24, 2018) on a personal communication held in a NOT BACK TO SCHOOL activity of WEAVER as of the reasons taken into consideration to remain in this educational alternative:

“Proveer mejor calidad de educación.”

Offer stability to child. Offer stability to child was part of the participants response mentioned in this study as to why remain in homeschooling as an educational alternative.

“Mira, las cosas no están fijas en el mundo, pero aquí en casa los hijos míos tienen esa rutina que nada lo rompe.”

Offering stability to child is what John Holts proves as part of his de-schooled society educational philosophy. His educational philosophy of abolishing compulsory school attendance

so that children could be taught at home by their parents in the real world and not isolated from it, is what he states as part of offering stability to children (1995). Holt makes emphasis on the educational philosophy that humanity made a terrible mistake with the best intentions when separating children from adults and learning from the rest of life. He asserts that the way back to learning, is being schooled at home by the child's parents.

Offering stability to child is similar to Joyce Epstein's Model of Parental Involvement. Epstein (1985) proves that parental involvement in educational settings may be defined as way parents are recognized to contribute in significant ways to their children's education and development. Epstein also asserts that parental involvement in children's schooling has been repeatedly shown positively and significantly correlated with a number of positive child outcomes (1985).

Provide security from external factors. Provide security from external factors was part of the participants response mentioned in this study as to why remain in homeschooling as an educational alternative. *“Desde que nos mudamos pues los niños que están en escuela pública, hemos tenido terremotos, hemos tenido la pandemia, hemos tenido los escándalos de la este, educación pública.”*

Being able to provide security from external factors is similar to Abuzanda (2021) study *Reasons for choosing homeschooling and approaches must use: a qualitative content analysis*. The aim of the study was to determine best practices, approaches, and reasons for choosing a homeschooling approach. The findings showed the reasons parents choose homeschooling: due to school violence, school overcrowding, Pandemic COVID-19, religion, environmental and societal issues, and mental and physical conditions.

Also, being able to provide security from external factors is one of the reasons that home education meets the needs of families who are not satisfied for several reasons. Among them are, bullying, low academic standards, religious convictions, and philosophical convictions (Global Home Education Conference, 2016). Also, Brian D. Ray, who is internationally known for his research on homeschooling and is the founding president of the non-profit National Home Education Research Institute (NHERI), reported six (6) main reason parents homeschool their children. The sixth reason parents choose home education is related to, safety issues.

In addition to, being able to provide security from external factors as a reason to remain in the homeschool educational alternative is what Glasser establishes in his Choice Theory (1999). The participants response in terms of providing security from external factors coincides with Glasser's Choice Theory (1999) on one of his five (5) basic needs: *safety and survival*. If it is threatened, it negates any of the needs that extend from it. In an educational setting, if a threat toward the child exists, it has the potential to influence a parent's choice of where children learn. If schools are perceived as an unsafe environment, then other educational alternatives may be attractive (Olsen, 2008). In this case, the child's parent does not feel safe sending the children to school because of external factors, such as: earthquakes and pandemic, among others, The participants reasons fit according to Glasser's Choice Theory (1999) on the belief that all human behavior is "chosen".

As well, providing security from external factors based on the participants response, is similar to the research conducted by the researcher throughout personal communications at a NOT BACK TO SCHOOL PARTY from the WEAVERS SUPPORT HOMESCHOOL GROUP on August 24, 2018. Participant # 1 (personal communication, August 24, 2018) stated: "*La*

educación del sistema público no satisface nuestras expectativas académicas ni de seguridad (mi hijo mayor, sufrió un ataque físico en la escuela). ”

Protect childhood. Protecting their children’s childhood was mentioned in this study as to why remain in homeschooling as an educational alternative. *“Proteger su infancia, ese tiempo de ser niño, ser niño y de disfrutar.”*

Protecting their child’s childhood as a reason to remain in homeschooling is similar to the Attachment Parenting model. According to English (2015), in his study *Use your freedom of choice: reasons for choosing homeschool in Australia*, parents’ reasons to home educate are related to the Attachment Parenting model, which started by Doctor William Penton Sears. As a pediatrician, he proposed this style of parenting which encourages a strong early attachment and promotes parental responsiveness to baby’s needs. This study based on interviews was conducted with a group of home education families in Queensland, Australia. This group consisted of mothers who chose to homeschool. The results revealed the strong links between the parents’ belief of home education and their devotion to Attachment Parenting. Findings revealed these parents lived their life based on an approach on caregiving features such as: infant cue, extended breastfeeding, child led wearing, and co-sleeping which was aligned with home education.

Protecting their child’s childhood as a reason to remain in the homeschool educational alternative is what Glasser establishes in his Choice Theory (1999). The participants response in terms of protecting their children’s childhood coincides with Glasser’s Choice Theory (1999) on one of his five (5) basic needs: *safety and survival*. Safety and survival, the first basic need in Glasser’s Choice Theory, gives the individual the longing to work hard. Personal security relates to this need. If it is threatened, it negates any of the needs that extend from it. In an educational

setting, if a threat toward the child exists, it has the potential to influence a parent's choice of where children learn. If schools are perceived as an unsafe environment, then other educational alternatives may be attractive (Olsen, 2008). In this case, the child's parent prefers to "protect" their children's innocence and childhood against any factors that may threaten them. The participant's reasons are suitable according to Glasser's Choice Theory (1999) on the belief that all human behavior is "chosen", and that its purpose fulfills to bring people together, in this case: parent and child.

Flexible schedule. Having a flexible schedule was part of the responses. *"Estaban pudiendo hacer, ¡ehh!, entretenerse y dedicarse a cositas que, si hubieran estado en la escuela ocho a tres, era imposible, era imposible."*

Having a flexible schedule as a reason to remain in the homeschool educational alternative is what Glasser establishes in his Choice Theory (1999). The participants response in terms of flexible schedule, concur with Glasser's Choice Theory on his five (5) basic needs: *freedom*. The individuals, in this case the parents, need to live his/her life the way he/she wants, in terms of when exposing children under another authority or the freedom of when and how fitting their academic schedule. *Choice Theory* (1999) opposes the traditional – external control psychology - used for many years in which consists of individuals going against each other in forcing others to go against their own will. Therefore, allowing the parent to have freedom in terms of having a flexible schedule in their child's educational process, fits under Glasser's Theory of Choice (1999).

Enjoys learning process. Enjoying the learning process was also part of the responses. *"Se lo disfruta, no lo ve como un castigo."* Enjoying the learning process as a reason to remain

in the homeschool educational alternative is what Glasser establishes in his Choice Theory (1999). The participants response in terms of enjoying learning process, overlays with Glasser's Choice Theory (1999) on one of his five (5) basic needs: *fun*. Glasser, in his Choice Theory proves that having fun through learning helps a child gain more love, power, and freedom. He also asserts that individuals play their entire lives, therefore learning occurs until death. By playing, individuals learn to get along and respect each other's differences. In this case, the response of the participants in this study of enjoying the learning process of their educational setting, concurs with Glasser (1999).

GEOGRAPHICAL REGION OF TRUJILLO ALTO: "RAYITOS DEL SABER"

School grades were not equal to knowledge. Having school grades which were not equal to knowledge, was part of the participants response mentioned in this study as to why remain in homeschooling as an educational alternative.

"La nota de ellos no necesariamente (refiriéndose a la escuela), yo me di cuenta después que entré a "homeschooler" las notas de ellos no necesariamente reflejan lo que ellos aprendieron. ¡Aja!, en el caso de nosotros el colegio en que ellos estaban era bien, hacían muchas actividades. Pero entonces para que los jóvenes participaran en las actividades, les daban puntos. Y era como un, ¡"ehh, okay, vamos a ir aquí!" Terminábamos recogiendo puntos para que ellos subieran su promedio. Y realmente, hacían una actividad, por ejemplo: un 5K. ¡"Vamos a hacer un 5K, ¡el sábado tal y eso es una nota!" A veces los obligaban, "eso es una nota de Educación Física". ¡Y tú decías, "pero, este what!"

The response of the participant in terms of school grades not being equal to knowledge, is similar to John Holts De-schooled society educational philosophy. Holts' educational philosophy is based on the idea of abolishing compulsory school attendance, so that children could be taught at home by their parents to learn in the real world, and not isolated from it (1982). Holts believes that children are not passive receptacles of knowledge that can only learn in a school room.

Decision validated year after year: Given the opportunity to validate their homeschool decision making year after year was also part of the responses. *“Lo hicimos como una prueba y realmente año tras año validábamos que era la mejor decisión que habíamos tomado mi esposo y yo.”*

Cost of education. The cost of education was also mentioned among the participants. *“Gastos económicos al yo tener dos, en las escuelas, ¡ehh!, todo es un centro de, de, pedidos, peticiones, tráeme esto, tráeme lo otro, además quizás de lo que pagues si estas en un colegio.”*

This response is similar to the research conducted by the researcher throughout personal communications at a NOT BACK TO SCHOOL PARTY from the WEAVERS SUPPORT HOMESCHOOL GROUP on August 24, 2018. Participant # 1 (personal communication, August 24, 2018) stated: *“Factores financieros nos limitan a tener como opción una academia cristiana privada.”*

Decision validated throughout observation of other families. The decision of validating their decision throughout the observation of other families was part of the participants response mentioned in this study as to why remain in homeschooling as an educational alternative. *“Yo a través de cada familia veo y valido el decidir yo quedarme en la casa haciendo “homeschooling” con los niños.”*

GEOGRAPHICAL REGION OF MAYAGUEZ AND TRUJILLO ALTO: WEAVER AND “RAYITOS DEL SABER”

Convenience of comfort and flexibility. Convenience of comfort and flexibility was a response among the participants. One of the participants expressed: *“Yo vivo en Mayagüez, mi esposo es de Adjuntas, yo era, soy de Quebradillas, no tenemos familia tampoco y era bien jehh!, conveniente también, verdad que estuviéramos todos en casa.”* Another participant mentioned: *“Si yo quiero decir, mira, vamos a coger un ‘break’ que ustedes están trabajando duro, yo se lo puedo dar.”* A final participant responded: *“Para mí, es mucho más fácil.”*

The convenience of comfort and flexibility as a reason to remain in the homeschool educational alternative is what Glasser establishes in his Choice Theory (1999). The participants response in terms of convenience and flexibility, coincide with Glasser’s Choice Theory on his five (5) basic needs: *freedom*. The individuals, in this case the parents, need to live his/her life the way he/she wants in terms of when exposing children under another authority or the freedom of when, and how fitting their academic schedule based on their family’s needs. This theory asserts that we as parents choose our behavior in an attempt to meet one or more of the five (5) basic human needs. *Choice Theory* (1999) opposes the traditional – external control psychology, which consists of individuals going against each other in forcing others to go against their own will. Therefore, allowing the parent to have freedom in terms of comfort and flexibility, as in it being possible in teaching their children at home instead of driving them back and forth to school, in addition to having the flexibility of choosing which schedule best fits their family better, suits under Glasser’s Theory of Choice (1999).

In addition to Glasser's Choice Theory (1999), the convenience of comfort and flexibility as a reason to remain in the homeschool educational alternative is similar to personal communications conducted by the researcher at a NOT BACK TO SCHOOL PARTY from the WEAVERS SUPPORT HOMESCHOOL GROUP on August 24, 2018; this is the first meeting of the semester in which homeschool families gather to celebrate and initiate a new semester. The investigator was able to obtain reasons of why home school parents remained in this educational practice. Among the responses, participant # 3 (personal communication, August 24, 2018) stated:

“Ninguna escuela cubre la educación de los niños. Enseñan una parte y dejan el resto para la casa. Después de salir a las 3 hasta muchas horas de estudio en casa.

En mis años de escuela tuve que estudiar con algunos de nuestros hijos hasta las 6, 7 y 8 de la noche muchos días. Al final, era como darles las clases de regreso después de que salieran de la escuela. Pero en el plan de la maestra en vez del mío.”

This response is similar to the response of the participant of this study: *“Para mí, es mucho más fácil,”* referring to the convenience and comfort that home education brings to her life:

“Homeschool” nos brinda la flexibilidad de elegir el cuándo y cómo nuestros hijos aprenden el cual es sumamente útil al balancear la educación de cinco (5) estudiantes de diferentes edades, clases de música, terapias, necesidades educativas variadas y más. En adición, la flexibilidad de convertir al mundo en nuestro salón. Los niños aprenden de todos los aspectos de la vida e interactúan con una variedad de personas en el diario vivir, son en muchos aspectos parte del desarrollo familiar completo desde la limpieza y

mantenimiento del hogar hasta aspectos económicos. Creo que nuestros hijos tienen un concepto más claro del valor del dinero que muchos de sus pares.”

Enjoyable lifestyle. Enjoyable lifestyle is also a response among the participants. One participant’s response was: *“Una de las cosas bien bonitas era tener mis hijos en la casa.”* Another participant mentioned: *“Pues nos gusta, nos ha sido super bien verdad, gracias a Dios. ¡Ehh!, él se ha adaptado super bien. Hasta ahora vamos super bien, y por eso hemos decidido no volver a la escuela. Él no quiere volver a la escuela.”* A final participant stated: *“¡Es que me encanta, o sea, me encanta!”*.

Enjoying homeschooling lifestyle is similar to Arai (2000), *Canadian Journal of Education* study. Arai reported that parents from the study saw positive changes in their children and in the family bonding. This was a main reason to remain in home education, which prevented them from sending their children back to public school.

Enjoying this educational lifestyle as a reason to remain in the homeschool educational alternative is what Glasser establishes in his Choice Theory (1999). The participants response in terms of enjoyable lifestyle, coincides with Glasser’s Choice Theory (1999) on one of his five (5) basic needs: *freedom*. In addition to freedom, it also concurs with another of his five (5) basic needs: *fun*. Glasser, in his Choice Theory proves that having fun through learning helps a child gain more love, power, and freedom. *Choice Theory* is a replacement in which its purpose fulfills to bring people together. In this case, the participants expressed their gratitude of enjoying this lifestyle in which the parent and child, both enjoy the teaching and learning process.

Increase of extracurricular activities. Increase of extracurricular activities is another response among the participants. One participant stated: *“Después de que ellos entraron a,*

comenzaron a estudiar en casa pudieron involucrarse mucho más en actividades, sobre todo en la iglesia.” Another participant expressed: *“Más actividad social desde que están en “homeschooling”, este que cuando estaban en la escuela.”*

The increasing number of extracurricular activities as a reason to remain in the homeschool educational alternative is what Glasser establishes in his Choice Theory (1999). The participants response in terms of increase of extracurricular activities, concurs with Glasser’s Choice Theory (1999) on one of his five (5) basic needs: *fun*. Glasser in his Choice Theory proves that having fun through learning helps a child gain more love, power, and freedom. He also asserts that individuals play their entire lives, therefore learning occurs until death. By playing, individuals learn to get along and to respect each other’s differences. In this case, the response of the participants in this study of being able to have much more social activities in the homeschool daily life, rather than when their children were at a regular school, concur with Glasser (1999).

Reinforce child’s learning style. Reinforcing child’s learning style was part of the participants response mentioned in this study as to why remain in homeschooling as an educational alternative. *“La escuela (refiriéndose al “homeschooling”) es bien retante, me gusta que la hacen pensar, que, trabajan el análisis, no la repetición, no el copiar de una pizarra, no el memorizarte un libro.”* Another participant expressed: *“Tenemos la posibilidad de aprender de muchas maneras.”*

Being able to reinforce the child’s learning style at home as a reason to remain in the homeschool educational alternative, is what Joyce Epstein proves in her Model of Parental Involvement (1985). The participants response in terms of reinforcing child’s learning style

coincides with Epstein's Model of Parental Involvement (1985). This parental involvement in educational settings is defined as a way parents are recognized to contribute in significant ways to their children's education and development. Parental involvement in children's schooling has been repeatedly shown to be positively and significantly correlated with a number of positive child outcomes. Epstein's six (6) types of educational involvement: *parenting, communicating, volunteering, learning at home, decision making, and collaborating with community* (Epstein, 1985). The participants response in terms of reinforcing their child's learning style coincides with one of the six (6) types of parental educational involvement: *learning at home*. *Learning at home*, provides information and ideas to families about how to help students at home and allows the homeschool parents to reinforce their child's learning style. These leaning styles may be part of the VARK Model. The VARK Model is used to explain the different ways students learn: visual, auditory, reading and writing, and kinesthetic.

In addition to Joyce Epstein's Model of Parental Involvement (1985) participant # 6 (personal communication, August 25, 2018): "*Una educación orientada a su estilo de aprendizaje*", is similar to the response of the participant response of this study.

High academic and social development. High academic and social development was mentioned in this study as to why remain in homeschooling as an educational alternative. "*Académicamente como socialmente mis nenes estaban haciendo, estaban desarrollándose muy bien.*"

High academic and social development as a response from the participants as to the reason to remain in this educational alternative, is similar to John Holt's educational philosophy (1995). Holts, known as the father of homeschool movement, establishes a philosophy based on

a de-schooled society, in which learning should be taken in the real world and not isolated from it, by abolishing compulsory school attendance, and having children learn at home by their parents. Holts proves that instead of educational institutions helping students to learn, he points out that the school merely teach techniques that could be used to please right or wrong answers. Holts believes that student learn independently, out of interest and curiosity, and not just merely pleasing adults in power. Children ought to be in control of their learning, outside a regular classroom and part of the real world (The Underachieving School, 2005).

Holts rejects the idea that children are passive receptacles of knowledge that can only learn in a school room (How Children Fail, 1995). His educational philosophy of abolishing compulsory school attendance so that children could be taught at home by their parents, to learn in the real world, and not isolated from it, agrees with the response of the participants of the study.

Meet child's individual needs. Meet child's individual needs was part of the participants response mentioned in this study as to why remain in homeschooling as an educational alternative. *"Mis hijas han tenido ciertas complicaciones en su desarrollo, que estando en un sistema educativo me las hubieran encajonado y realmente no, no era viable, para nada."* Another participant expressed: *"Yo encontré que, con mis hijos, ellos son dos niños muy diferentes, pero yo pude apoyarlos individualmente como si fuera uno a uno."*

Being able to meet child's individual needs at home as a reason to remain in the homeschool educational alternative is what Joyce Epstein proves in her Model of Parental Involvement (1985). The participants response in terms of meeting child's individual needs coincides with Epstein's Model of Parental Involvement (1985). This parental involvement in

educational settings is defined as another way parents are recognized to contribute in significant ways to their children's education and development. The participants response in terms of meeting their children's individual needs also coincides with one of the six (6) types of parental educational involvement: *learning at home*. *Learning at home* provides information and ideas to families about how to help students at home and allows the homeschool parents to meet the child's individual needs. According to the participants response, and consequently due to certain birth complications in her child, which affected her child's development; the regular educational system would have boxed her "*encajonado*" and that would have not been practical. Do to this, one of the reasons leading her to remain as a homeschool family, is the fact that she can meet her child's individual needs.

In addition to Joyce Epstein's Model of Parental Involvement, to meet child's individual needs as a reason to remain in the homeschool educational alternative is similar to personal communications conducted by the researcher at a NOT BACK TO SCHOOL PARTY from the WEAVERS SUPPORT HOMESCHOOL GROUP on August 24, 2018. The investigator was able to obtain reasons of why home school parents remained in this educational practice. Among the responses, participant # 1 (personal communication, August 24, 2018) stated: "*Los nenes podían aprender mejor en un estilo individualizado.*" This response is similar to the response of the participant of this study: "*Yo encontré que, con mis hijos, ellos son dos niños muy diferentes, pero yo pude apoyarlos individualmente como si fuera uno a uno.*"

The following table indicates the responses of both regions based on the reasons the parents remain in homeschooling as an educational alternative:

Table 13.

Reasons parents remain in homeschooling according to the geographical region

REGION OF MAYAGUEZ	REGION OF TRUJILLO ALTO	REGIONS OF MAYAGUEZ AND TRUJILLO ALTO
• child's health condition • shared decision • enjoys learning process • flexible schedule • protect childhood • provide security from external factors • offer stability to child • offer better teaching quality	• decision validated throughout observation of other families • cost of education • decision validated year after year • school grades were not equal to knowledge	• high academic and social development • reinforce child's learning style • enjoyable lifestyle • convenience of comfort and flexibility • increase of extracurricular activities • meets child's individual needs

To summarize the findings based on the reasons parents remain in homeschooling and based on the participants responses on guided question #2: *What are the main reasons that led you as a parent to remain in homeschooling?* The following findings were congruent with the studies presented in the literature review chapter and the theoretical framework of this study: convenience of comfort and flexibility, enjoyable lifestyle, increase in extracurricular activities, reinforce child's learning style, meet child's individual needs, child's health condition, shared decision, offer better teaching quality, provide security from external factors, school grades were not equal to knowledge, protect childhood, flexible schedule, cost of education, and enjoys learning process. However, the following responses of the participants were not congruent or similar to the studies presented in the literature review chapter and the theoretical framework of

this study: decision validated year after year and decision confirmed throughout observation of other families.

Sub question #3. What are the curriculum options parents decide to apply in homeschool families in two different geographical regions in Puerto Rico?

According to the Merriam Websters Dictionary (2021), the term *curriculum* refers to a set of courses constituting an area of specialization. Therefore, homeschool curriculum options as a conceptual term can be defined as those courses that are taught by a school, in a homeschool environment (Merriam Webster's English Dictionary, 2010). To collect the information, the participants were asked the following question: *How do you determine what curriculum best serves your children?*

The findings of this research showed that parents were able to determine what curriculum best served their children. Among the results were the following: child's interest, child's particular needs and spiritual values, shared decision with child, child's learning style, and academic content.

In terms of answering sub question #3: *How do you determine what curriculum best serves your children?* According to the findings, the parents belonging to the geographical region of Mayaguez were able to decide which curriculum best served their children: spiritual values and academic content. The parents belonging to the geographical region of Trujillo Alto were able to decide which curriculum best served their children: child's learning style. In addition to the reasons already proved from each region at the beginning of this paragraph, the participants from both regions: Mayaguez and Trujillo Alto, agreed on the following: shared decision, child's interest, and child's particular needs.

GEOGRAPHICAL REGION OF MAYAGUEZ: WEAVER

Spiritual values. Spiritual values were a response among the participants. One participant mentioned: *“Mi prioridad, nuestra prioridad, verdad, como familia, era establecer en los nenes, ese fundamento de valores espirituales, de valores morales, de, junto verdad a lo, vez que, a lo académico.”*

Academic content. Among the participants responses regarding academic content was mentioned: *“Nosotros nos casamos con este currículo que a nuestro entender cumplía con la parte académica porque era este muy bueno en esa parte y también con los fundamentos que nosotros queríamos que tuvieran.”*

The findings of this study are similar to those of Chandler (2015). *A Survey of the Factors Influencing Parents in Michigan to Select Full-Time Cyber Learning for their Children in Grades K-6*, conducted by Chandler (2015) established the following: “there are many ways for parents to be involved in their child’s education, and one of these ways is through a deliberate choice of which school the child will attend, versus of sending their child to the school district residency” (p.1). The purpose of this study was to explore the factors that parents took into consideration when choosing full time cyber learning for their children’s school experience. The findings according to Chandler (2015), were that parents seemed interested in being able to individualize education for their children and being able to instill their values in their children by educating them at home. Emphasis on teaching the basics, teacher quality, bullying, special education needs, and quality curriculum, were some of the factors that parents took into consideration when choosing the full-time cyber learning system option.

Furthermore, the findings of this study in terms of how parents decide the curricula for their children, concur with the recommendations offered by Glorie Acevedo, president of the Board of Caribbean Center for Home Education Resources (2021), also known as TCHERS'. Acevedo (2021) recommends the following: every parent before starting the homeschooling process should know their child's learning style. Every parent should check for gaps and issues from where the child stayed in the school. This can be done by verifying books, notebooks, and skills. Also, the parent should select a teaching method such as traditional, Montessori, Eclectic, Waldorf, Units of Study, etc. The curriculum should be chosen based on the child's interests.

According to Acevedo (2021), every parent should select the material according to the style of the child's learning style, selected teaching method, weaknesses, strengths, interests of the child, and budget. All these factors should be taken into consideration the moment parents decide which curriculum best serves their children. Also, parents should be given the task of studying the different curricula that exist and avoid buying what is suggested by third parties, friends, or family. *Why?* Because every child is different and deserves the curriculum selection based on the child and not based on other families. In addition to these suggestions, parents should avoid transmitting their language deficiencies on to your children. For example: it is common to see parents buying material only in the language they know (Caribbean Center for Home Education Resources, 2021). It is ideal to expose the child to one or more languages , even if they don't master them. This can be taken as a personal challenge to learn and provide the best for their child. Furthermore, Acevedo (2021), suggests that every family should appoint a budget for homeschooling. This budget can be for materials, books, notebooks, modules, online resources, memberships, tours, extracurricular activities, plays, trips, Achievement Days, etc. By the family knowing their financial limit, it can help them plan better for the academic school

year. Among the viable options that are within the family's budget, this can involve the student in the selection of the material, if the level of understanding allows the student to express opinions regarding tastes and preferences. For this possibility, the decision-making process between the child and the parent could be achieved browsing books, notebooks, and request demos or free samples of the material to see, if they are of the student interest (Caribbean Center for Home Education, 2021). Some useful equipment that is recommended: computers ("laptop" or "desktop"), tablets, Internet, printer, laminator, etc.

GEOGRAPHICAL REGION OF TRUJILLO ALTO: “RAYITOS DEL SABER”

Child's learning style. Among the participants responses, child's learning style was mentioned. One participant replied: *“Que sea llevadero, que sea fácil, es más bien visual, este, y que sea fácil para él entender.”*

In addition to child's particular needs, child's learning style also agrees with Olsen (2008); parents may offer an alternative education because it consists of fulfilling each student's particular need by avoiding the traditional method of having every single student go at the same pace, while other parents may consider homeschooling as a manner to satisfy a students' learning style. Despite the reasons behind the decision, since the mainstream of students are educated primarily in schools, parents' choice of alternative education has been perceived as a departure from the societal norms (Olsen, 2008).

Also, the findings of this study are similar to those of Thomas (2016). In research conducted on reasons why parents choose to homeschool; *Instructional Motivations: What can we learn from Homeschooling Families?* Thomas (2016) extracted the motivations of parents behind homeschooling instructional decisions. This ethnographic research study was built on

surveys and interviews from over 1,000 homeschooling parents across United States. Participants were asked about the reason for their instructional routines. The researcher questions were designed to uncover homeschooler motivations related to curriculum and instructional decisions; *What are the pedagogical reasons for how homeschoolers structure their time? What practices or methods are they using that suggest how the academic day should be arranged? To what extent does the child affect educational decision?* The findings of the study were the following: 45% (472 responses) based their decision on child's learning style, 37% (388 responses) based their decision on personal preference, and 1% (6 responses) based their decision on curriculum package.

GEOGRAPHICAL REGIONS OF MAYAGUEZ AND TRUJILLO ALTO: WEAVER AND "RAYITOS DEL SABER"

Child's interest. Child's interest was a response among the participants. One of the participants mentioned: *"Yo estoy como más llevándolo a lo que le interesa, no estoy siguiendo "per-set" un currículo también estoy usando, este, una guía que me dio Casa Escuela cuando yo empecé, porque yo empecé, Porque los tienen por, por, por grado, las necesidades que ellos tienen, por grado."* Another participant mentioned: *"Yo misma yo miro a lo que les interesa a mis hijos. Si es algo que los mantiene bien enfocado, interesado, y le da como esa variedad, pues yo los mantengo con eso."* The final participant expressed: *"La guía que le da el Departamento a los maestros, de que lo que tienen que aprender durante ese grado, y me dejo llevar a veces hasta le pregunto ¿qué quieres estudiar primero? ¡Y él me dice, "! ay esto me gusta!" o sea que también lo pongo a escoger."*

Child's interest as a response of the participants of the study in terms of how parents determine curricula material for their children is similar to Holts educational philosophy, in which he proves students learn independently, out of interest and curiosity, and not just merely pleasing adults in power. Holts asserts that the way back to natural learning is being schooled at home. Holts makes emphasis on the fact that schools develop only a tiny part of the tremendous capacity for learning, understanding, and creating; schools stifle learning by infusing students with fear and boredom (How Children Fail, 1982).

Childs particular needs. Child's particular needs was also a response among the participants. One of the participants expressed: *"Yo soy una "homeschooler" bien escolarizada, mi nene por ejemplo tiene una, verdad, unas necesidades especiales, no sé, no son, no son, no es nada grave, pero este, si necesita una estructura, necesitaba todo de una forma organizada que el pudiera ¡ehh!, ver y saber con anticipación lo que iba a hacer, yo busque currículos que fueran ¡ehh!, estructurados. Qué, que, que ellos cogieran bastante parecido a lo que era su estructura de escuela."* One of the participants also expressed: *"A veces por las necesidades que encuentro que deben de fortalecer. En el caso de la lectura, porque a veces pues, mis hijos son un poco vaguitos en cuestiones de la lectura, pues refuerzo más ese elemento."*

The findings in terms of how parents determined which curriculum best served their children, agrees with Olsen (2008), parents may offer an alternative education because it consists of fulfilling each student's particular need by avoiding the traditional method of having every single student go at the same pace, while other parents may consider homeschooling as a way to satisfy a students' learning style. Despite the reasons behind the decision, since the mainstream of students are educated primarily in schools, parents' choice of alternative education has been perceived as a departure from the societal norms (Olsen, 2008).

Also, the findings in Martins' study (1997), *Homeschooling: Parents' Reaction*, are similar to the participants of this study. The study showed that most parents had been home schooling for over five (5) years, and all had a college education. According to Martins (1997), there are many advantages to homeschooling, among them, homeschoolers have the opportunity to individualize the curriculum to meet the needs of the child.

Shared decision with child. A parent and a child sharing the curriculum decision was also a response among the participants. A participant mentioned: *“Trato de mantener la comunicación con mi hija abierta, yo entiendo que el estudiante es quien tiene que decidir, la felicidad, el, el anhelo por el aprendizaje, yo creo que te demuestra mucho más que quizás una nota. Para mí era bien importante yo ver que ella se sentía complacida con lo que estaba estudiando. Ningún currículo es perfecto.”*

Shared decision was part of the participants response mentioned in this study as to how to determine which curriculum best serves their children. Being able to share decision in terms of homeschool curriculums is what Glasser establishes in his Choice Theory (1999). The participants response in terms of shared decision among the parent and child in terms of educational decision making, agree with Glasser's Choice Theory on his five (5) basic needs: *freedom*. The individuals, in this case the parents, need to live his/her life the way he/she wants to in terms of when exposing children under another authority, or the freedom of when and how fitting their academic schedule. Therefore, allowing the parent to have freedom in terms of shared decision in their child's educational process, fits under Glasser's Theory of Choice (1999).

The following table indicates the responses of both regions based on parents' determination on the selection of curriculum and educational material:

Table 14.

Parents determination on curriculum selection according to geographical region

REGION OF MAYAGUEZ	REGION OF TRUJILLO ALTO	REGIONS OF BOTH MAYAGUEZ AND TRUJILLO ALTO
• spiritual values • academic content	• child's learning style	• shared decision • child's interest • child's particular needs

To summarize the findings based on the participants responses on guided question #3: *How do you determine what curriculum best serves your children?* The following findings were congruent with the studies presented in the literature review chapter and the theoretical framework of this study: child's particular needs, child's learning style and academic content, and shared decision with child. However, the following responses of the participants were not congruent or similar to the studies presented in the literature review chapter and the theoretical framework of this study: spiritual values.

According to the Merriam Websters Dictionary (2021), the term *curriculum* refers to a set of courses constituting an area of specialization. To collect the information, the participants were asked the following question: *Which curriculum, if any, have you used?* Mention them if possible.

The findings of this research showed that parents were able to identify the curricula they have used. The following curricula were mentioned: Khan Academy, Abeka Book, Calvert Education, SETON, Alpha and Omega/ Life Pac and My Father's World. Also, the participants mentioned the following textbooks: Nilsa Ortega, Santillana, Editoriales SM, Editorial Panamericano, Norma, Chícola Mejías, and Savia. In addition to the curricula mentioned, online material was also a response: Splash Learn, Time for Learning, Power Homeschool, Happy Learning, Time Worksheet and, Edusystem. Finally, teaching methodologies were also stated: Charlotte Mason, Eclectic Method, Cooperative Learning, and Tutoring.

In terms of answering sub question #3: *What are the curriculum options parents decide to apply in homeschool families in two different geographical regions in Puerto Rico?* According to the findings, within the curricular options of homeschooling belonging to the geographical region of Mayaguez were the following curriculums: Calvert Education, SETON, My Fathers World and Alpha and Omega/Life Pac. On the other hand, the curricular choice of homeschooling belonging to the geographical region of Trujillo Alto: Abeka Book. Both regions: Mayaguez and Trujillo Alto, agreed on Khan Academy as part of the curricular options.

The following table indicates the responses of both regions based on parents' selection of curriculum and educational material:

Table 15.

Curriculum selection according to the geographical region

REGION OF MAYAGUEZ	REGION OF TRUJILLO ALTO	REGIONS OF MAYAGUEZ AND TRUJILLO ALTO
• Calvert Education • SETON • My Fathers World • Alpha and Omega/Life Pac	• Abeka Book	• Khan Academy

Among the textbook options belonging to Mayaguez, were none. However, the textbook options belonging to Trujillo Alto were Nilsa Ortega, Editoriales SM, Editorial Panamericana, Norma, Chicola Mejías and Savia. Both regions agreed on Santillana as textbooks being part of their curriculums.

The following table indicates the responses of both regions based on parents' selection of curriculum and educational material:

Table 16.

Textbook selection according to the geographical region

REGION OF MAYAGUEZ	REGION OF TRUJILLO ALTO	REGIONS OF MAYAGUEZ AND TRUJILLO ALTO
NONE	• Nilsa Ortega • Editoriales SM • Editorial Panamericana • Norma • Chícola Mejías • Savia	• Santillana

No online resources belonging to the Mayaguez regions was mentioned among the participants. However, the online resources options belonging to Trujillo Alto were, Splash Learn, Time for learning, Power homeschool, Happy Learning and Time Worksheet. There was no agreement within both regions.

The following table indicates the responses of both regions based on parents' selection of curriculum and educational material:

Table 17.

Online resources according to the geographical region

REGION OF MAYAGUEZ	REGION OF TRUJILLO ALTO	REGIONS OF MAYAGUEZ AND TRUJILLO ALTO
NONE	• Splash Learn • Time for learning • Power homeschools • Happy Learning	NONE

	• Time Worksheet	

Cooperative teaching was not mentioned withing the participants of the Mayaguez Region. Yet, one participant belonging to the region of Trujillo Alto mentioned cooperative teaching as a curricular option. There was no agreement within both regions.

The following table indicates the responses of both regions based on parents' selection of curriculum and educational material:

Table 18.

Teaching methodologies according to the geographical region

REGION OF MAYAGUEZ	REGION OF TRUJILLO ALTO	REGIONS OF MAYAGUEZ AND TRUJILLO ALTO
NONE	• Cooperative teaching	NONE

Among the methods belonging to Mayaguez was the Charlotte Mason Method. However, the participants belonging to Trujillo Alto mentioned, the Eclectic Method.

The following table indicates the responses of both regions based on parents' selection of *curriculum and educational material*:

Table 19.

Teaching methods according to the geographical region

REGION OF MAYAGUEZ	REGION OF TRUJILLO ALTO	REGIONS OF MAYAGUEZ AND TRUJILLO ALTO
Charlotte Mason	Eclectic Method	NONE

The findings of this study concur with the literature review in which the curriculum options most frequently used among home school families are Khan Academy, Abeka Book, Calvert Education, Seton, and My Father's World. The participants also mentioned the following textbooks as frequently used among their curricular material: Nilsa Ortega, Santillana, Editoriales SM, Editorial Panamericano, Norma, Chícola Mejías, and Savia. In addition to the curricula mentioned, online material was also a response in this study: Splash Learn, Time for Learning, Power Homeschool, Happy Learning, Time Worksheet and, Edusystem. Finally, the results of this study also coincide with the teaching methodologies suggested by The Caribbean Center of Home Education Resources (2021): Charlotte Mason, Eclectic Method, Cooperative Learning, and Tutoring.

In addition, the findings of this study are also similar to the findings of Abuzanda (2021), *Reasons for choosing homeschooling and approaches most used: a qualitative content analysis*. Abuzanda (2021), identified teaching approaches most used among homeschool families. These homeschooling approaches according to his study are the traditional method, computer -based method, cooperative schooling approach, and classical education.

To summarize the findings based guided question #4: *Which curriculums, if any, have you used? Mention them if possible*. The following findings were congruent with the studies

presented in the literature review chapter and the theoretical framework of this study. In terms of curriculums: Khan Academy, Abeka Book, Calvert Education, Seton, and My Father's World. However, it is important to point out that every family uses the curriculum and teaching method that best suits their child's needs. Because of this, no "non-congruent" information will be pointed out in this section.

Sub question #4. Are there any differences in the reasons to choose, remain and the selection of curricular options of homeschooling between both geographical regions?

According to the Merriam Websters Dictionary (2021), the term *differences* refer to the quality that makes one person or thing unlike. To collect the information based on, if there are any differences in the reasons to choose, remain and the selection of curricular options of homeschooling between both geographical regions, the researcher based the answer on the following guided questions from the interview: Questions #1, #2 and #4 in the guided questions: *What are the reasons that as a parent led you to choose homeschool as an educational alternative for your children's education? What are the reasons that as a parent led you as a parent to remain in homeschooling? Which curriculums, if any, have you used? Mention them if possible.*

The findings of this research showed that there are differences among the reasons parents choose to home educate, remain in homeschooling, and the curricula used with their children.

In terms of answering sub question #4: *Are there any differences in the reasons to choose, remain and the selection of curricular options of homeschooling between both geographical regions?* According to the findings, the parents belonging to the geographical region of Mayaguez were able to determine the reasons they choose to home educate;

reinforcement of teaching values, reinforce child's learning style, administrative mismanagement of bullying in school, curricular options based on language preference, teacher student abuse, excessive amount of schoolwork, and offer stability to child. As for the parents belonging to the geographical region of Trujillo Alto: previous exposure to homeschooling environment, cost of education, child's special needs, previous negative experience with the Department of Education, non-conformity of academic offer, and spend quality time with child. In terms of the reasons they remain in home education, Mayaguez Region established: child's health condition, shared decision, enjoys learning process, flexible schedule, protect childhood, provide security from external factors, offer stability to child, and offer better teaching quality, while Trujillo Alto region established: decision validated throughout observations of other families, cost of education, decision validated year after year, and school grades were not equal to knowledge. In terms of curricula, the region of Mayaguez established: Calvert Education, SETON, My Fathers World and Alpha and Omega/Life Pac, on the contrary, Trujillo Alto established: Abeka Book.

Differences in the reasons to choose homeschooling between both geographical regions. The findings of this research showed that there were differences between both geographical regions: Mayaguez and Trujillo Alto, of the main reasons that led parents to choose homeschooling. Among the reasons that led parents belonging to the geographical region of Mayaguez to choose homeschooling as an educational alternative were, reinforcement of teaching values, reinforce child's learning style, administrative mismanagement of bullying in school, curricular options based on language preference, teacher student abuse, excessive amount of schoolwork, and offer stability to child.

On the other hand, the reasons that led parents belonging to the geographical region of Trujillo Alto to choose homeschooling as an educational alternative were, previous exposure to

homeschooling environment, cost of education, child's special needs, previous negative experience with the Department of Education, non-conformity of academic offer, and spend quality time with child.

The following table indicates the responses of both regions based on differences in reasons to choose homeschooling between both regions:

Table 20.

Differences in reasons to choose homeschooling between both regions

REGION OF MAYAGUEZ	REGION OF TRUJILLO ALTO
• reinforcement of teaching values • reinforce child's learning style • administrative mismanagement of bullying in school • curricular options based on language preference • teacher student abuse • excessive amount of schoolwork • offer stability to child	• previous exposure to homeschooling environment • cost of education • child's special needs • previous negative experience with the Department of Education • non-conformity of academic offer • spend quality time with child

Differences in the reasons to remain in homeschooling between both geographical regions. The findings of this research showed that there were differences between both geographical regions: Mayaguez and Trujillo Alto, of the main reasons that led parents to remain in homeschooling. Among the reasons that led parents belonging to the geographical region of Mayaguez to remain in homeschooling were, child's health condition, shared decision, enjoys

learning process, flexible schedule, protect childhood, provide security from external factors, offer stability to child, and offer better teaching quality.

On the other hand, the reasons that led parents belonging to the geographical region of Trujillo Alto to remain in homeschooling were, decision validated throughout observations of other families, cost of education, decision validated year after year, and school grades were not equal to knowledge.

The following table indicates the responses of both regions based on differences in reasons to remain in homeschooling between both regions:

Table 21.

Differences in reasons to remain in homeschooling between both regions

REGION OF MAYAGUEZ	REGION OF TRUJILLO ALTO
• child's health condition • shared decision • enjoys learning process • flexible schedule • protect childhood • provide security from external factors • offer stability to child • offer better teaching quality	• decision validated throughout observations of other families • cost of education • decision validated year after year • school grades were not equal to knowledge

Differences between the selection of curricular options of homeschooling between both geographical regions. The findings of this research showed that there were differences between both geographical regions: Mayaguez and Trujillo Alto within the selection of curricular options of homeschooling. Among the differences within the curricular options of

homeschooling belonging to the geographical region of Mayaguez were the following curriculums: Calvert Education, SETON, My Fathers World and Alpha and Omega/Life Pac. On the other hand, the curricular option of homeschooling belonging to the geographical region of Trujillo Alto: Abeka Book.

The following table indicates the responses of both regions based on differences in curricular options between both regions:

Table 22.

Differences in curriculums between both regions

REGION OF MAYAGUEZ	REGION OF TRUJILLO ALTO
• Calvert Education • SETON • My Fathers World • Alpha and Omega/Life Pac	• Abeka Book

Among the differences within textbook options belonging to Mayaguez were none. However, the textbook options belonging to Trujillo Alto were Nilsa Ortega, Editoriales SM, Editorial Panamericana, Norma, Chicla Mejías and Savia.

The following table indicates the responses of both regions based on differences in textbooks between both regions:

Table 23.

Differences in textbooks between both regions

REGION OF MAYAGUEZ	REGION OF TRUJILLO ALTO
NONE	• Nilsa Ortega • Editoriales SM • Editorial Panamericana • Norma • Chícola Mejías • Savia

Among the differences within online resources belonging to Mayaguez were none. While the textbook options belonging to Trujillo Alto were, Splash Learn, Time for learning, Power homeschool, Happy Learning, and Time Worksheet.

The following table indicates the responses of both regions based on differences in online resources between both regions:

Table 24.

Differences in online resources between both regions

REGION OF MAYAGUEZ	REGION OF TRUJILLO ALTO
NONE	• Splash Learn • Time for learning • Power homeschool • Happy Learning • Time Worksheet

Research findings and conceptual framework

This section presents the relationship between the theoretical framework on which this research is based and how its findings support this theoretical framework. The theoretical framework for this qualitative study was based on the following three (3) theories: Glasser's Choice Theory, Joyce Epstein's *Model of Parental Involvement* and John Holts educational philosophy on *Abolishing Compulsory School* and creating *De-schooled society*. Glasser's and Epstein's theory along with Holts educational philosophy will be synthesized and explained in order to provide a complete theoretical framework to for this study.

The researcher findings for *The Case Study: Factors for choosing, remaining and the selection of curriculum between homeschooling parents* was evidenced and sustained by William Glasser's Choice Theory, Joyce Epstein's Model of Parental Involvement and John Holts De-Schooled Society Educational Philosophy.

The factors parents take into consideration when choosing, remaining, and the selection of curriculum, concurred with Glasser's Choice Theory. Glasser's Choice Theory served as a significant frame of reference for understanding parents' reasons for choosing to home educate. The participants reasons to choose home education that coincided with Glasser's Theory were, having a negative perception of the school environment, taking full responsibility, child's health condition, administrative mismanagement of bullying in school, curricular options, and teacher student abuse. The participants reasons in remaining in home education that coincided with Glasser were, having the convenience of comfort and flexibility, having an enjoyable lifestyle, the increased number of extracurricular activities, child's health condition, a shared decision within parent and child, being able to provide security from external factors, being able to protect

childhood and, able to have a flexible schedule along with enjoying the learning process. *Choice Theory* rests on the belief that all human behavior is “chosen” and that we choose our behaviors in an effort to satisfy five (5) basic needs that are common to all humanity: *safety and survival, love and belonging, power, freedom and, fun* (Glasser, 1999). These five (5) needs were applied to the context of learning, parent-child, and teacher-student, in ways to fulfill the purpose of investigation.

The factors parents take into consideration when choosing, remaining and the selection of curriculum also concurred with Joyce Epstein’s Model of Parental Involvement. The participants reasons in choosing home education that coincided with Epstein’s Model, was taking full responsibility. The participants reasons to remain in homeschooling that coincided with Epstein were, reinforce child’s learning style, offer stability to child, and meet child’s individual needs. Epstein developed a framework for defining six (6) different types of parental involvement in children education. This framework aided educators/parents in developing school and family partnership. Parental involvement in educational settings, is defined as a way parents recognized to contribute in significant ways to their children’s education and development. Out of Epstein’s six types of educational involvement, *learning at home* was applied for this study.

The factors parents take into consideration when choosing, remaining and the selection of curriculum also coincided with John Holts educational philosophy, considered father of the homeschool movement (1995). The participants reasons in choosing home-education that coincide with Holts were, to take full responsibility and being able to have different curricular options. The reasons for remaining in home-education that coincide with Holts were, high academic and social development and school grades were not equal to knowledge. Holts’ philosophy is based on a de-schooled society in which learning should be taken in the real world

and not isolated from it, by abolishing compulsory school attendance, and having children learn at home by their parents. His philosophy also proves that children are not passive receptacles of knowledge, which can only learn in a school room. In addition to, he asserts that a de-schooled society must exist in which attendance at school is non-compulsory, and that every parent must instruct their own child.

Recommendations

After concluding the investigation, the following recommendations for this study are:

1. Develop research on other homeschool support groups that exist in Puerto Rico.
2. Develop research on the experiences of the children of the interviewed parents of this research.
3. Search for homeschooler results on College Board Examination to compare them with students from the traditional educational setting.
4. Present the findings of this research to the Department of Education.

Limitations

After concluding the investigation, the following limitations for this study were:

1. The participation of the homeschool families, they tend to live a reserved lifestyle.
2. The findings of this research cannot be generalized to cover all homeschooling parents.
3. Journal articles and other literature that had information relevant to the study were minimal.

REFERENCES

- Abeka Book. (2022). *Homeschool*. Retrieved from <https://www.abeka.com/>
- Abuzanda, S. (2021). *Reasons for choosing homeschooling and approaches most used: a qualitative content analysis*. [Doctoral dissertation, University of Kansas].
- Accelerated Christian Education. (2022). *Homeschool*. Retrieved from <https://www.aceministries.com/>
- Arai, B. (2000). Reasons for homeschooling in Canada. *Canadian Journal of Education*, 25 (3), 204-217.
- Aurini, J. & Davies, S. (2005). Choice without markets: homeschooling in the context of private education. *British Journal of Sociology of Education*, 26(4), 461-474.
- Bonilla, G. L. (2017). Políticas de las regiones educativas en Puerto Rico: Hacia la uniformidad de los procesos gerenciales. *REICE* 15(4), 107-125.
- Chandler, J. (2015). *A Survey of the Factors Influencing Parents in Michigan to Select Full Time Cyber Learning for their Children in Grades K-6*. (Doctoral dissertation). Retrieved from ProQuest Central: ProQuest Dissertations and Thesis Global Database
- Collom, Ed. (2005). The ins and outs of homeschooling, the determinants of parental motivations and student achievement. *Education and Urban Society*, 37 (2), 307-335.
- Constitución de Puerto Rico. (1952). *Carta de derechos a la instrucción pública*. Recuperado de: www.lexjuris.com/lexprcont.htm
- Creswell, J.W. (2nd ed.) (2003). *Qualitative, quantitative ad mixed approaches*. Thousand Oaks, CA: Sage. Dahlquist, K. L., York-Barr, J., & Hendel, D. D. (2006). The Choice to Homeschool: Home Educator Perspectives and School District Options. *Journal of School Leadership*, 16(4), 354–385. Retrieved from <https://uprm.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ835450&site=ehost-live&scope=site>
- Díaz Rosario, M. (2012). *Análisis comparativo sobre las causas que motivan a los padres a elegir una educación tradicional o una educación en el hogar para sus hijos*. (tesis doctoral); Universidad Interamericana de Puerto Rico, San Germán.
- English, R. (2015). Use Your Freedom of Choice: Reasons for Choosing Homeschool in Australia. *Journal of Unschooling & Alternative Learning*, 9(17), 1-18. Retrieved from <https://nuc.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=96905685&site=ehost-live&authtype=ip,uid&custid=ns229713>

- García Cabán, J.J. (2002). *Proyecto de la cámara 3048*. Recuperado de <http://www.hslda.org/hs/state/pr>.
- Glasser, W. (1999). *Choice Theory: A new psychological of personal freedom*. New York: Harper Collins
- Glatthorn, A., Boschee, F., Whitehead, B., & Boschee, B. (2016). *Curriculum Leadership Strategies for Development and Implementation*. (4ed.). USA: Sage Publishing
- Global Home Education Conference. (2016). *Research*. Retrieved from www.ghed2016.org
- Green and Hoover Dempsey. (2007)
- Grubb, D. (November,1998). Homeschooling: Who and why? *Eric Database*. Retrieved from <https://eric.ed.gov/?id=ED427138>.
- Guterman, O., & Neuman, A. (2017). Different reasons for one significant choice: Factors influencing homeschooling choice in Israel. *International Review of Education*, 63(3), 303-318. <https://doi.org/10.1007/s11159-017-9637-2>
- Hernández Sampieri, R., Fernández Collado, C., & Baptista Lucio, P. (2003). *Metodología de la investigación*. (3ª ed.). México: Mc Graw Hill.
- Hernández Sampieri, R., Fernández Collado, C. y Batista Lucio, P. (2010). *Metodología de la investigación* (4ta ed.). México: McGraw Hill Interamericana.
- Heuer, W., Donovan, W., & Pioneer Institute for Public Policy Research. (2017). *Homeschooling: The Ultimate School Choice. White Paper No. 170. Pioneer Institute for Public Policy Research*. Pioneer Institute for Public Policy Research. Retrieved from <https://uprm.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=ED588847&site=ehost-live&scope=site>
- Holt, J. (1982). *How Children Fail*. Colorado, USA: Sentinent Publications
- Holt, J. (1995). *How Children Learn*. Colorado, USA: Sentinent Publications
- Holt, J. (2005). *The Underachieving School*. Colorado, USA: Sentinent Publications
- Holt, J. & Farenga, P. (2003). *Teach your own*. Lawrence, NY: Pitman Publishing Company

- Home School Legal Defense Association. (2019). *U.S. State home school laws*. Retrieved from <http://www.hsllda.org>
- Joyce Epstein's Parental Involvement Model. Retrieved from: https://www.fhdschools.org/UserFiles/Servers/Server_995699/File/2015-16/Parents/Epstein%20-%20Six%20Keys.pdf
- Khan Academy. (2022). *About*. Retrieved from <https://www.khanacademy.org/about>
- Light House Christian Academy. (2022). *Curriculum*. Retrieved from <https://www.lcaed.com/>
- Lucca Irizarry, N. y Berrios Rivera, R. (2003). *Investigación cualitativa en educación y ciencias sociales*. Hato Rey, PR: Publicaciones Puertorriqueñas.
- Lucca Irizarry, N.& Berrios-Rivera, R. (2009). *Investigación Cualitativa: Fundamentos, diseños y estrategias*. SM Editores: Cataño, Puerto Rico.
- Martin, M. (1997). *Homeschooling: Parents' Reaction*. <https://eric.ed.gov/?q=Margaret+Martinhomeschooling%3a+parents+reactions+&id=ED415984>
- Mazama, A. Lundy, G. (2013). African American Homeschooling and the Question of Curricular Cultural Relevance. *The Journal of Negro Education*, 82(2), 123-38.
- McMillan, J. and Schumacher, S. (2005). *Investigación educativa* (5ta ed.). España: Pearson Educación.
- McNeil, J. (2006). *Contemporary Curriculum in Thought and Action* (6th) edition. USA: Wiley-Jossey Bass Education
- Merriam-Websters English Dictionary. (2020). Retrieved from <https://www.merriam-webster.com/>
- Murphy, J. (2013). Riding History. *American Educational History Journal* 40(1/2), 335-354. Retrieved from <https://nuc.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=98782651&site=ehost-live&authtype=ip,uid&custid=ns229713>
- My Father's World. (2021). *About*. Retrieved from <https://www.mfwbooks.com/>
- National Home Education Research Institute. (2019). *Homeschooling The Research*. Retrieved from <https://www.nheri.org/research-facts-on-homeschooling/>

- Olsen, N.B. (2008). *Understanding parental motivation to Home school: A qualitative case study (3307222)*. (Doctoral dissertation) Retrieved from ProQuest Central: ProQuest Dissertations and Thesis Global database
- Ortiz, E. (2006). *Urgencias en el Mundo Educativo de Hoy*. Santo Domingo: Distrito Nacional República Dominicana.
- Parkay and Stanford. (2001). *Becoming a Teacher*. United States: Pearson Company
- Proyecto Salón Hogar. (2015). *Recursos en Línea, Homeschool Puerto Rico*. Retrieved from <http://www.salonhogar.net/INDEX.ASP>
- Ray, B. (2019). *Research facts on homeschooling*. Recuperado de www.nheri.org
- Rivera, A. (2006). *Cámara de representantes de Puerto Rico (proyecto 2754). Educación en el hogar como institución educativa no tradicional*. Recuperado de: <http://www.camaraderepresentantes.org>
- Rivera, Schatz T. (2011). *Proyecto 2110. Ley del derecho de la educación en el hogar*. Recuperado de: <http://www.senadopr.us/Proyectos%20del%20Senado/ps2110.11.pdf>
- Romanowski, M. H. (2006). Revisiting the Common Myths about Homeschooling. *Clearing House*, 79(3), 125–129. <https://doi.org/10.3200/TCHS.79.3.125-129>
- Selltiz, C., Jahoda, M., Deutsch, M., & Cook, S. W. (1980). *Métodos de Investigación en las relaciones sociales*. (9ª ed.). Madrid: Rialp.
- Shepard, O. (2010). *Mommy is my teacher: Qualitative case studies of three families homeschool experience*. (Doctoral dissertation). Retrieved from ProQuest.
- Sonlight. (2021). *Resources*. Retrieved from www.sonlight.com
- The Caribbean Center of Home Education Resources. (2021). *Homeschooling 101*. Retrieved from <https://tchers.net/>
- The Caribbean Center of Home Education Resources. (2021). *Legalidad en Puerto Rico*. Retrieved from <http://www.tcherespanol/legal-puerto-rico>
- Thomas J. (2016). Instructional Motivations: What can we learn from Homeschooling Families: *The Qualitative Report*. 21 (1); 2073-2086.

- Tirado Rivera, C. (2013). *Proyecto del Senado 793 para reglamentar el sistema educativo conocido como “homeschooling” o educación en casa en el estado libre asociado de Puerto Rico*. Recuperado de: <http://www.oslpr.org/2013>
- Wagner, T.J. (2008). *Parental perspectives of homeschooling: A qualitative analysis of parenting attitudes regarding homeschooling as opposed to public schooling*. (Doctoral Dissertation). Retrieved from ProQuest. *Journal of Negro Education*, 82(2), 123-38.
- Wolcott, H.F. (1994). *Transforming qualitative data: Description, analysis and interpretation*. Thousand Oaks, CA: Sage.

APPENDIX

Apéndice A. (Appendix A)

Carta de intención a líder de WEAVER y Rayitos del Saber y respuesta

Universidad de Puerto Rico

Recinto de San Germán

Programa Doctoral de Educación

Carta de Intención para la Líder del Grupo de Apoyo de Educadores en el Hogar Rayitos del Saber donde se llevará a cabo el estudio

A CASE STUDY: FACTORS FOR CHOOSING, REMAINING AND SELECTION OF CURRICULUM OPTIONS BETWEEN HOMESCHOOLING FAMILIES OF TWO DIFFERENT GEOGRAPHICAL REGIONS IN PUERTO RICO

Investigadora Principal: Crystal Cotto Ramírez: Estudiante del Programa Doctoral en Educación de la Universidad Interamericana de Puerto Rico, Recinto de San Germán.

Propósito del Estudio: Explorar los factores que inciden en la toma de decisión de padres al escoger y permanecer en la alternativa educativa de “homeschooling” y auscultar sus opciones curriculares utilizadas entre las familias.

Por este medio se solicita autorización para realizar para una investigación con fines educativos en el grupo de apoyo de educadores en el hogar Rayitos del Saber del Municipio de Trujillo Alto. Durante la misma, se proyecta administrar una entrevista a los padres “homeschoolers”.

Los padres deberán firmar una hoja de consentimiento, autorizando su participación en dicha investigación. Es importante señalar que, si algún padre desiste de su participación, no se le obligara en ningún momento y se pasara a escoger otro voluntario. Los padres al completar y entregar la hoja de consentimiento estarán accediendo a participar en la investigación.

Yo, _____, líder del grupo de apoyo de educadores en el hogar Rayitos del Saber del Municipio de Trujillo Alto, autorizo que se realice tal estudio de investigación.

Firma de la Líder

Fecha

Acepto

☐

No Acepto

☐

Universidad de Puerto Rico

Recinto de San Germán

Programa Doctoral de Educación

**Carta de Intención para la Líder del Grupo de Apoyo de Educadores en el Hogar
WEAVERS donde se llevará a cabo el estudio**

*A CASE STUDY: FACTORS FOR CHOOSING, REMAINING AND SELECTION OF
CURRICULUM OPTIONS BETWEEN HOMESCHOOLING FAMILIES OF TWO DIFFERENT
GEOGRAPHICAL REGIONS IN PUERTO RICO*

Investigadora Principal: Crystal Cotto Ramírez: Estudiante del Programa Doctoral en Educación de la Universidad Interamericana de Puerto Rico, Recinto de San Germán.

Propósito del Estudio: Explorar los factores que inciden en la toma de decisión de padres al escoger y permanecer en la alternativa educativa de “homeschooling” y auscultar sus opciones curriculares utilizadas entre las familias.

Por este medio se solicita autorización para realizar para una investigación con fines educativos en el grupo de apoyo de educadores en el hogar WAEVERS del Municipio de Mayagüez. Durante la misma, se proyecta administrar una entrevista a los padres “homeschoolers”.

Los padres deberán firmar una hoja de consentimiento, autorizando su participación en dicha investigación. Es importante señalar que, si algún padre desiste de su participación, no se le obligara en ningún momento y se pasara a escoger otro voluntario. Los padres al completar y entregar la hoja de consentimiento estarán accediendo a participar en la investigación.

Yo, _____, presidenta del grupo de apoyo de educadores en el hogar Rayitos del WEAVERS de Mayagüez, autorizo que se realice tal estudio de investigación.

Firma de la Líder

Fecha

Acepto

☐

No acepto

☐

Apéndice B. (Appendix B)
Solicitud de validación a expertos

Universidad Interamericana de Puerto Rico

Recinto de San Germán

Programa Doctoral en Educación

Carta a panel de expertos

25 de septiembre de 2019

Estimado doctor (a) _____:

Saludos cordiales. La que suscribe es la Profa. Crystal Cotto Ramírez, profesora de National University College en Mayagüez. Actualmente me encuentro trabajando en la propuesta de disertación doctoral. La misma representa el requisito esencial para obtener el Grado Doctoral en Educación, con especialidad en Currículo y Enseñanza de la Universidad Interamericana de Puerto Rico, Recinto de San Germán.

La investigación que se desea realizar se titula *A Case Study: factors for choosing, remaining and the selection of curriculum between homeschooling families of two different geographical regions in Puerto Rico*. Por esta razón, se está trabajando con las preguntas de la entrevista que se le administrará a la población de padres educadores en el hogar del grupo de apoyo Rayitos del Saber del municipio de Trujillo Alto y WEAVERS perteneciente al municipio de Mayagüez. El instrumento requiere ser evaluado por un comité de expertos en el área de currículo y psicología. Reconociendo su compromiso profesional, ética y personal, voluntariamente puede hacer las recomendaciones y sugerencias que estime necesarias y pertinentes, en o antes de _____.

De necesitar información adicional sobre la propuesta que se propone, puede comunicarse al teléfono (787) 214-6963 o al correo electrónico: crystalcotto174@gmail.com. Gracias anticipadas por su gentileza y cooperación al respecto. Esperando su colaboración.

Cordialmente;

Crystal Cotto Ramírez

Estudiante Doctoral

Dr. Raúl Acevedo Segarra

Presidente, Comité de Disertación

Apéndice C. (Appendix C)
Guía para la validación del instrumento

Universidad Interamericana de Puerto Rico

Recinto de San Germán

Programa Graduado en Educación

Título:

¿Cuáles son los factores que inciden en la toma de decisión de padres al escoger y permanecer en la alternativa educativa de “homeschooling” y auscultar sus opciones curriculares utilizadas en las familias “homeschoolers” entre dos regiones geográficas?

Guía para la validación del instrumento

Nombre del experto:

Estudiante Doctoral:

Crystal Cotto Ramírez

Tema: ¿Cuáles son los factores que inciden en la toma de decisión de padres al escoger y permanecer en la alternativa educativa de “homeschooling” y auscultar sus opciones curriculares utilizadas en las familias “homeschoolers” entre dos regiones geográficas?

Propósito: El propósito de este estudio es auscultar los factores que inciden en la toma de decisión de padres al escoger y permanecer en la alternativa educativa de “homeschooling” y auscultar sus opciones curriculares utilizadas en las familias “homeschoolers” entre dos regiones geográficas.

Protocolo de la entrevista

La entrevista se llevará a cabo de la siguiente manera:

Antes de la entrevista el investigador:

1. Asegurar que el ambiente en el cual se llevará a cabo la entrevista sea uno agradable, libre de distracciones y de estrés.
2. Asegurar que los participantes sean capaces de comunicar sus ideas de manera precisa y que estén en la disposición de compartir sus experiencias.
3. Informarles a los participantes el propósito de la entrevista junto a el contenido general de preguntas que serán formuladas y la duración del tiempo.
4. Especificar los riesgos antes de que el participante decida participar.
5. Entregar una hoja de consentimiento para ser firmada por el participante. De esta manera, el participante está autorizando al investigador a ser entrevistado y grabar la entrevista de ser necesario.
6. Informar al entrevistado sobre su derecho de abandonar la entrevista en el momento que así lo desee; de abandonar el mismo, se le respetara su decisión.
7. Clarificar que la información obtenida, junto a las grabaciones, serán tratadas con confidencialidad y nunca será usado para propósitos personales, en contra ni a favor.

Durante la entrevista el investigador:

1. Tomará nota mientras el entrevistado conteste las preguntas.

Finalizada la entrevista el investigador:

1. Discutirá individualmente las anotaciones con los participantes.
2. Agradecerá a los entrevistados por su participación.
3. Transcribirá la entrevista palabra por palabra.
4. De ser solicitado, le permitirá al entrevistado revisar la transcripción para propósito de verificación y corroborar que lo que fue mencionado, es lo que se quiso decir.
5. Permitirle al participante leer la transcripción, de ser solicitada.
6. Guardará las grabaciones en un lugar seguro y conservará las mismas por tres años aproximadamente, en el cual luego de este periodo, todos serán destruidos.

Instrumento # 1

Preguntas de la entrevista

1. ¿Cuáles son las razones que le llevaron a decidir la modalidad de la educación en el hogar para la enseñanza de su hijo (a)?
2. ¿Cuáles son las razones que le llevaron a permanecer en la modalidad de la educación en el hogar para la enseñanza de su hijo (a)?
3. ¿Cómo determina cual currículo satisface mejor la necesidad educativa de su hijo(a)?
4. ¿Cuáles currículos ha utilizado? De ser posible, favor de mencionarlos.
5. ¿Cuáles son los beneficios de la educación en el hogar?
6. ¿Cuáles son las desventajas de la educación en el hogar?
7. ¿Ha tenido alguna experiencia negativa como familia “homeschooler”?
8. Si tuviera la oportunidad de autoevaluarse en el proceso de la educación en el hogar, ¿Qué mejoraría? ¿Qué haría diferente?

Instrucciones a los expertos:

Para el instrumento # 1 (Entrevista)

1. Lea cuidadosamente cada pregunta.
2. Evalúe cada una al tomar en consideración los siguientes aspectos:
 - a. Claridad y precisión de las instrucciones
 - b. Cuan adecuado es el vocabulario utilizado
 - c. Las preguntas miden lo que se pretende medir
 - d. En qué medida la información obtenida de las preguntas conduce a contestar la pregunta de investigación.
3. Utilice una escala numérica en la cual
3= excelente, 2= regular y 1=deficiente
4. Escriba la puntuación que cada criterio merezca en la columna correspondiente al lado de cada pregunta.
5. Añada cualquier comentario o sugerencia en el espacio provisto en la parte inferior de la tabla de preguntas.
6. Puede añadir hojas adicionales con sus comentarios si así lo desea y lo considera pertinente.

Se incluyen los siguientes documentos:

- Instrumento # 1
- Planilla de validación para el instrumento # 1

Agradeceré valide el instrumento y terminada la evaluación, favor de devolver a Crystal Cotto Ramírez. De ser necesario, se puede comunicar conmigo al celular: 787-214-6963 o a mi correo electrónico: crystalcotto174@gmail.com.

Muchas gracias por haberme permitido contar con usted para ese trabajo.

Cordialmente,

Crystal Cotto Ramírez

Estudiante Doctoral

Dr. Raúl E. Acevedo Segarra

Presidente del Comité de Disertación

Guía para entrevistas

Fecha: _____ **Hora:** _____ **Lugar:** _____

Entrevistador: _____

Entrevistado: _____

Introducción:

Esta entrevista se lleva a cabo con el propósito de auscultar e identificar los factores que inciden en la toma de decisiones de los padres “homeschoolers” de escoger y permanecer en esta modalidad educativa, en adición a identificar los materiales curriculares utilizados.

Características de la entrevista:

La entrevista será conducida en el lugar donde se reúnen los grupos de apoyo, entiéndase el pueblo de Trujillo Alto y Mayagüez. Se garantiza la más estricta confidencialidad y tendrá una duración de no más de 45 minutos.

Preguntas:

1. ¿Cuáles son las razones que le llevaron a decidir la modalidad de la educación en el hogar para la enseñanza de su hijo (a)?
2. ¿Cuáles son las razones que le llevaron a permanecer en la modalidad de la educación en el hogar para la enseñanza de su hijo (a)?
3. ¿Cómo determina cual currículo satisface mejor la necesidad educativa de su hijo(a)?
4. ¿Cuáles currículos ha utilizado? De ser posible, favor de mencionarlos.
5. ¿Cuáles son los beneficios de la educación en el hogar?
6. ¿Cuáles son las desventajas de la educación en el hogar?
7. ¿Ha tenido alguna experiencia negativa como familia “homeschooler”?
8. Si tuviera la oportunidad de autoevaluarse en el proceso de la educación en el hogar, ¿qué mejoraría? ¿qué haría diferente?

Observaciones:

Agradecimiento:

Muchas gracias por su participación en esta entrevista. Le recuerdo que esta información se manejará en estricta confidencialidad.

Apéndice D. (Appendix D)

Rúbrica para la validación del instrumento

Planilla de validación para instrumento 1 Guía de entrevistas

Evalué cada uno de los cuatro criterios utilizando los números del 1 al 3 donde 3= excelente, 2=regular y 1=deficiente.

Preguntas	Claridad y precisión de las instrucciones	Adecuación del vocabulario utilizado	Validez de las preguntas (miden lo que se pretende medir)	La respuesta conduce a contestar la pregunta de investigación
¿Cuáles son las razones que le llevaron a decidir la modalidad de la educación en el hogar para la enseñanza de su hijo (a)?				
¿Cuáles son las razones que le llevaron a permanecer en la modalidad de la educación en el hogar para la enseñanza de su hijo (a)?				
¿Cómo determina cual currículo satisface mejor la necesidad educativa de su hijo (a)?				
¿Cuáles currículos ha utilizado? Favor de hacer mención.				
¿Cuáles son los beneficios de la educación en el hogar?				
¿Cuáles son las desventajas de la educación en el hogar?				
¿Ha tenido alguna experiencia negativa como familia “homeschooler”?				
Si tuviera la oportunidad de autoevaluarse en el proceso de la educación en el hogar, ¿Qué mejoraría? ¿Qué haría diferente?				

Comentarios o sugerencias:

Información del Experto

Nombre _____

Preparación _____

Puesto que ocupa _____

Años de experiencia _____

Apéndice E. (Appendix E)

Certificado de CITI



Completion Date 15-Oct-2019

Expiration Date 14-Oct-2022

Record ID 27030820

This is to certify that:

Crystal Cotto

Has completed the following Citi Program course:

(ER) (Curriculum Group)
(ER) (Course Learner Group)
1 - Basic Course (Stage)

Under requirements set by:

Inter American University of Puerto Rico

CITI
Collaborative Institutional Training Initiative

Verify at www.citiprogram.org/verify/?wfb8c717-fc3f-4b52-9566-48e33ed347a9-27030820

Apéndice F. (Appendix F)

Carta Junta Revisión Institucional Universidad Interamericana



DATE: February 11, 2021

TO: Crystal Cotto

FROM: IAUPR Institutional Review Board

PROJECT TITLE: [1578294-1] A CASE STUDY: FACTORS FOR CHOOSING, REMAINING AND SELECTION OF CURRICULUM OPTIONS BETWEEN HOMESCHOOLING FAMILIES OF TWO DIFFERENT GEOGRAPHICAL REGIONS IN PUERTO RICO

REFERENCE #: SG PHD ED

SUBMISSION TYPE: New Project

ACTION: APPROVED

APPROVAL DATE: February 11, 2021

EXPIRATION DATE: February 11, 2022

REVIEW TYPE: Full Committee Review

REVIEW CATEGORY: Expedited review category #n/a

This letter is to inform you that the IAUPR Institutional Review Board has **APPROVED** your submission. This approval is based on an appropriate risk/benefit ratio and a project design wherein the risks have been minimized. All research must be conducted in accordance with this approved submission.

This submission has received Full Committee Review based on the applicable federal regulation.

The following conditions must be taken into account:

1. Remember that informed consent is a process beginning with a description of the project and insurance of participant understanding followed by a signed consent form. Informed consent must continue throughout the project via a dialogue between the researcher and research participant. **Federal regulations require that each participant receives a copy of the consent document.**
2. Please note that any revisions to previously approved materials must be approved by the IAUPR IRB prior to initiation and human subject's inclusion. Please use the appropriate revision forms for this procedure.*
3. All UNANTICIPATED PROBLEMS involving risks to subjects or SERIOUS and UNEXPECTED adverse events must be reported promptly to this office. Please use the appropriate reporting forms for this procedure. If applicable, all FDA as well as, sponsor reporting requirements should also be followed.
4. All NON-COMPLIANCE issues or COMPLAINTS regarding this project must be reported promptly to this office.*

5. The researcher must submit a report of findings within 30 days after the expiration day of the IRB approval if no continuing review is been requested to further continue the protocol.*
6. This project has been determined to be a MINIMAL RISK project. Based on the risks, this project requires continuing review by this committee on an annual basis. Please use the appropriate forms for this procedure. Your documentation for continuing review must be received with sufficient time for review and continued approval before the expiration date of February 11, 2022.
7. Please note that all research records must be retained for a minimum of three years after the completion of the project.*

If you have any questions, please contact the IAUPR Institutional Review Board at 787-766-1912 exts. 2432 or irb@inter.edu. Please include your project title and reference number in all correspondence with this committee.

Important notices (Spanish):

Revisión o modificaciones a todo documento o material previamente autorizado por la JRI deberá ser sometido a la Junta para revisión y autorización previo a incluir sujetos humanos o aplicar los procesos a los sujetos humanos.

Cualquier evento adverso o problemas no anticipados deberán ser reportados a la JRI con prontitud.

Será responsabilidad del investigador someter un reporte final de hallazgos dentro de 30 días luego de la fecha de expiración de la autorización del protocolo si no se ha solicitado una revisión de continuación del protocolo a la JRI.

Deberá mantener en archivo todos los documentos relacionados por un periodo de tres años luego de la fecha de expiración del protocolo.

This letter has been electronically signed in accordance with all applicable regulations, and a copy is retained within Inter American University of Puerto Rico's Institutional Review Board records.

Apéndice G. (Appendix G.)
Hoja de invitación a los participantes

Invitación de los participantes:

Estimada/o Padre/Madre _____ Mi nombre es Crystal Cotto Ramírez, estudiante del Programa Doctoral en Educación con concentración en currículo y enseñanza de la Universidad Interamericana de Puerto Rico, Recinto de San Germán. Le estoy invitando a participar del estudio titulado: A CASE STUDY: FACTORS FOR CHOOSING, REMAINING AND SELECTION OF CURRICULUM OPTIONS BETWEEN HOMESCHOOLING FAMILIES OF TWO DIFFERENT GEOGRAPHICAL REGIONS IN PUERTO RICO. El propósito de la investigación es identificar los factores que los padres toman en consideración al elegir la educación en el hogar, identificar los factores que los padres toman en consideración para permanecer en dicha práctica y, finalmente, explorar la selección de opciones curriculares entre familias que educan en el hogar de dos regiones geográficas diferentes en Puerto Rico.

Los criterios de inclusión para participantes consisten en; los participantes deben pertenecer al grupo de educación en el hogar, deben haber estado educando en el hogar a sus hijos durante dos años o más y deben pertenecer al área geográfica perteneciente a Mayagüez y Trujillo Alto. Además, los participantes deben tener acceso y conocimientos tecnológicos para poder participar de manera virtual y finalmente, los participantes deben tener instalada la aplicación *ZOOM* Cloud Meetings ya sea en su teléfono móvil o computadora junto con una conexión a Internet de calidad.

Si usted le interesa participar en el estudio, favor de responder a este correo electrónico: “SI, DESEO PARTICIPAR”. Al usted aceptar participar de este estudio, recibirá un segundo correo electrónico con el proceso de consentimiento en donde usted marcará con una X “ACEPTO” o “NO ACEPTO” y firmará la hoja de consentimiento (la hoja de consentimiento se encuentra en PDF). Luego, procederá a devolver el consentimiento al correo electrónico de la investigadora: crystalcotto174@gmail.com

Gracias por su participación en la investigación,

Atentamente,
Crystal Cotto
Investigadora Principal

Apéndice H. (Appendix H.)

Hoja de consentimiento informado a los participantes

Universidad Interamericana de Puerto Rico

Recinto de San Germán

Programa Doctoral en Educación

Hoja de Consentimiento Informado para Participante

A case study: factors for choosing, remaining and the selection of curriculum options between homeschooling families of two different geographical regions in Puerto Rico

Investigadora principal: La investigadora principal es Crystal Cotto Ramírez: Estudiante del Programa Doctoral en Educación de la Universidad Interamericana de Puerto Rico, Recinto de San Germán.

Propósito del Estudio: El propósito del estudio es identificar los factores que inciden en la toma de decisión de padres al escoger y permanecer en la alternativa educativa de “homeschooling” y auscultar sus opciones curriculares utilizadas entre las familias.

Procedimiento: El procedimiento es el siguiente: la investigadora verificará que el participante que desee participar del estudio, cuente con acceso y conocimiento tecnológico. Todo aquel participante que desee participar de la entrevista de forma virtual, aceptará con un “sí” la hoja de consentimiento provista por la investigadora. La investigadora procederá a verificar que el participante tenga acceso a la aplicación de la plataforma *ZOOMs Cloud Meeting* por el cual se realizarán las entrevistas por un periodo aproximado de 45 minutos.

Riesgos: No se anticipan riesgos al participar en esta investigación. Toda investigación tiene riesgos mínimos. Si se siente incómodo (a) contestando las preguntas de la entrevista, tiene derecho de no contestar y hasta retirarse de la investigación, si así lo decide. Las entrevistas se realizarán de forma individual y privada.

Beneficios: Este estudio es beneficioso porque se han encontrado pocas investigaciones sobre la población de educación alterna de familias educadas en el hogar “homeschoolers”. Además, los resultados del estudio podrían tomarse en consideración por muchos educadores, y por el Departamento de Educación de Puerto Rico.

Privacidad de los datos o de la información general:

Debido a ser un estudio que utiliza la modalidad en línea, sus datos no serán anónimos para la investigadora porque los participantes podrán ser identificados mediante su correo electrónico. Su privacidad no puede garantizarse 100% dado a que el IP de la computadora es un identificador el cual podría ocurrir problemas de seguridad. Aun así, se le garantizará la confidencialidad de sus respuestas. Además, podrá solicitar acceso a los resultados del estudio, los cuales serán divulgados de manera general y utilizados para uso estrictamente educativo y exclusivo de la investigadora. Una vez finalizado el proceso de disertación, el estudio estará a la disposición del público en el Centro de Acceso a la Información del Recinto de San Germán.

La investigadora mantendrá custodiados en archivos electrónicos las transcripciones de los participantes y con llave para mayor seguridad. Se le proveerá una copia de los resultados de la investigación al participante de así solicitarlo. El participante debe contactar a la investigadora a su correo electrónico para solicitar el mismo: crystalcotto174@gmail.com. Estos datos se guardarán por un mínimo de tres (3) años al cabo del tiempo se destruirán los mismos. Usted no recibirá ningún beneficio directo, más allá de la satisfacción de haber contribuido a una investigación.

Compensación: La compensación es ninguna. Los participantes no recibirán ningún estipendio económico. Los beneficios del estudio serán completamente educativos.

Participantes: Su participación es totalmente voluntaria. Queda garantizado y advertido con anticipación que tiene la libertad de desistir en cualquier momento que así lo desee. Usted tiene derecho a abstenerse de participar o retirarse en cualquier momento sin penalidad alguna. A usted se le ha explicado sus derechos como participante.

Dudas acerca del procedimiento de la investigación y de sus derechos como participante:

De surgir alguna inquietud o duda con relación a la investigación pueden comunicarse con la investigadora al teléfono (787) 214-6963 o escribir a través del correo electrónico: crystalcotto174@gmail.com. También, puede contactar al director de Comité de Disertación, Dr. Raúl Acevedo a su correo electrónico: RAUL_ACEVEDO@intersg.edu o su teléfono (787) 646-6419.

En adición, de tener alguna duda o pregunta en relación a esta investigación o sus derechos como participante puede comunicarse con:

IAUPR Institutional Review Board
PO BOX 363255 SAN JUAN PR 00936-3255
787-766-1912 ext. 2432
jri@inter.edu

Su firma en este documento significa que como persona mayor de edad ha decidido participar después de haber leído y discutido la información presentada en esta hoja de consentimiento.

_____	_____	_____
Nombre de participante	Firma	Fecha

Acepto ☐

No Acepto ☐

Apéndice I. (Appendix I)
Certificación de Edición

Certificación de Edición

Certifico que he leído y editado, conforme con las estipulaciones del Manual de Publicaciones APA (séptima edición), el Manual de Procedimientos Relacionados con la Disertación Doctoral del Programa Doctoral de Educación, las Normas de la Nueva Gramática de la Real Academia de la Lengua Española, y las Normas y Elementos Gramaticales en Inglés, la tesis doctoral titulada: A CASE STUDY: FACTORS FOR CHOOSING, REMAINING AND SELECTION OF CURRICULUM OPTIONS BETWEEN HOMESCHOOLING FAMILIES OF TWO DIFFERENT GEOGRAPHICAL REGIONS IN PUERTO RICO escrita por Crystal Cotto Ramirez, como requisito parcial para la obtención del Grado de DOCTOR EN EDUCACIÓN, a ser conferido por la Universidad Interamericana de Puerto Rico, en San Germán, Puerto Rico.



Bethzaida Degro Rivera, M.Ed.

Fecha: 17 de mayo de 2022

NOTA DE LA EDITORA

Bethzaida Degro Rivera, posee un Bachillerato en Artes de Educación: Enseñanza de Inglés como Segundo Idioma en Nivel Elemental de la Universidad Interamericana de Puerto Rico – Recinto de San Germán, una Certificación de Enseñanza de Inglés como Segundo Idioma en Secundaria de la Universidad de Puerto Rico, División de Educación Continua y Estudios Profesionales del Recinto de Utuado y una Maestría en Educación en Avance y Efectividad de National University College – Recinto de Mayagüez. En su práctica profesional como educadora, fue maestra de inglés en el Departamento de Educación por 14 años, en varios municipios del área oeste, en la actualidad labora en una empresa privada donde forma parte del equipo de Departamento de Calidad como Coordinadora.

Apéndice J. (Appendix J)

Tabla resumen respuestas participantes junto a la validación de expertos

QUESTION	PARTICIPANT	TRANSCRIPTION	CATEGORY: reasons parents choose homeschooling CODE: RPCHS
#1. ¿Cuáles son las razones que le llevaron a decidir la modalidad de la educación en el hogar para la enseñanza de sus hijos? What are the main reasons that as a parent led you to choose homeschool as an educational alternative for your children's education?	#1	• “lo primordial fue el “bullying”, las escuelas pues, por lo menos mi experiencia es que no están trabajando con el “bullying” de una manera efectiva.” • “el idioma, mi hija, su primer idioma es el español, mas, sin embargo, su idioma de preferencia para leer, para escribir, para estudiar es el idioma inglés. Y conseguir una escuela cuyo currículo sea completamente en el idioma inglés, además de difícil, es sumamente costoso.” • “una maestra, en la escuela, pues le dio a mi hija.”	“manejo inefectivo de acoso escolar en las escuelas” (administrative mismanagement of bullying in school) “opción curricular basado en idioma” (curricular options based on language preference) “maltrato escolar de maestro hacia hija” (teacher student abuse)
	#2	• “tengo dos hijos, unos gemelos y varones y la primordial razón fue básicamente porque uno desarrolló necesidades especiales.” • “yo siempre en mis trabajos estuve rodeada de compañeros en la industria farmacéutica que hacía “homeschooling”.” • “los ambientes que imperan en las escuelas, ofrecimientos.”	“necesidades especiales de hijo” (child's special needs) “exposición previa a ambiente de “homeschooling” (previous exposure

		• <i>“la calidad de la enseñanza.”</i>	to homeschooling environment) “percepción negativa de ambiente escolar” (negative perception of school environment) “inconformidad con calidad de enseñanza” (non-conformity of teaching quality)
	#3	• <i>“convicciones de valores, una base que nosotros le pudiéramos enseñar nosotros”</i> • <i>“nuestra iglesia nos dice “papás son los primeros educadores”, me parecía tan tierno en esa edad para soltarlos”</i>	“refuerzo de enseñanza de valores” (reinforcement of teaching values) “asumir responsabilidad completa de crianza” (take full parenting responsibility)
	#4	• <i>“la cantidad excesiva de trabajo que se le daba.”</i> • <i>“no retenían la información por más que se, muchos dicen que no es embotellamiento, pero es embotellamiento</i>	“exceso de tareas escolares” (excessive amount of schoolwork)

		<i>(riéndose). Y, no se les quedaba la información.”</i>	“refuerzo de estilo de aprendizaje de su hijo” (reinforce child’s learning style)
	#5	• <i>“un poco de inconformidad sobre lo que se ofrece hoy día, no se adapta a las necesidades de los jóvenes.”</i> • <i>“el costo de la educación.”</i> • <i>“conocía otras personas, otras familias que hacían “homeschooling”.</i>	“inconformidad con ofrecimiento académico” (non-conformity of academic offer) “costo de la educación” (cost of education) “exposición previa a ambiente de “homeschooling” (previous exposure to homeschooling environment)
	#6	• <i>“muchos escándalos con la educación.”</i> • <i>“quería darle algo estable a mis hijos en este tiempo que nos íbamos a mudar y yo sabía que con “homeschooling” yo podía darle algo que ellos tenían estable no importaba los cambios que estaban pasando en el mundo o en mi vida o en la vida de mi familia.”</i>	“percepción negativa de ambiente escolar” (negative perception of school environment)

		• <i>“enseñarle jehh! a los morales y muchas de las cosas que yo quiero enseñarles.”</i>	“ofrecer estabilidad a sus hijos” (offer stability to child) “refuerzo de enseñanza de valores” (reinforcement of teaching values)
	#7	• <i>“no podíamos tener hijos y logramos tener una bebé después de mucho tratamiento y mucha cosa así que cuando fui al sistema, no lo vislumbraba como primera opción, tomar el control y agradecimiento de que, si la busqué, me metí en cuantas cosas pues “mira, voy asumir la responsabilidad completa y no dársela realmente a nadie más.”</i> • <i>“rodeada de una comunidad “homeschooler”</i> • <i>“el costo de la educación.”</i>	“asumir responsabilidad completa de crianza” (take full parenting responsibility) “exposición previa a ambiente de “homeschooling” (previous exposure to homeschooling environment) “costo de la educación” (cost of education)
	#8	• <i>“mala experiencia/ una mala situación en el Departamento de Educación.”</i> • <i>“mi niño es enfermizo pues entonces también tenía problemas de que se estaba enfermando mucho</i>	“experiencia negativa previa con el Departamento de Educación” (previous negative experience with the

		• <i>pasar más tiempo con mi hijo, a la verdad que uno en la escuela uno se pierde muchas etapas y muchos procesos.</i>”	Department of Education) “condiciones de salud de hijo” (child’s health condition) “invertir en tiempo de calidad con hijos” (spend quality time with child)
	#9	• <i>“mi nene tenía problemas de salud, problemas alérgicos, también tenía problemas del habla.”</i> • <i>“el aprendía, pero aprendía de forma diferente, decidimos seguir esta modalidad, porque yo entendía de que, como el aprendía, pero de forma diferente, en una escuela aparte, me lo iban a rezagar.”</i> • <i>“la calidad de la educación, y el ritmo, en la cual ellos aprenden, calidad de enseñanza no me satisfacía.”</i> • <i>“el respeto y valores.”</i>	“condiciones de salud de hijo” (child’s health condition) “refuerzo de estilo de aprendizaje” (reinforce child’s learning style) “inconformidad de calidad de enseñanza” (non-conformity of teaching quality) “refuerzo de enseñanza de valores”

			(reinforcement of teaching values)
	#10	• “no me gustó lo que vi en las escuelas porque mi hijo estaba en, lo saqué, para “homeschooler” en tercer grado, el primer semestre del tercer grado.” • “el potencial que tiene él.”	“percepción negativa de ambiente escolar” (negative perception of school environment)

CATEGORIES question #1. ¿Cuáles son las razones que te llevaron a decidir la modalidad de la educación en el hogar para la enseñanza de sus hijos? What are the main reasons that as a parent led you to choose homeschool as an educational alternative for your children’s education?

	CATEGORY: reasons parents choose homeschooling	
	previous exposure to homeschooling environment	3
	negative perception of school environment	3
	reinforcement of teaching of values	3
	take full parenting responsibility	2
	non-conformity of teaching quality	2
	child’s health condition	2
	reinforce child’s learning style	2
	cost of education	2
	administrative mismanagement of bullying in schools	1
	curricular options based on language preference	1
	teacher-student abuse	1
	child’s special needs	1

	nonconformity of academic offer	1
	excessive amount of schoolwork	1
	offer stability to child	1
	previous negative experience with Department of Education	1
	spend quality time with child	1

QUESTION	PARTICIPANT	TRANSCRIPTION	CATEGORY: reasons parents remain homeschooling CODE: RPRHS
#2. ¿Cuáles son las razones que le llevaron a permanecer en la modalidad de la educación en el hogar para la enseñanza de sus hijos? What are the main reasons that led you as a parent to remain in homeschooling?	#1	“la escuela (refiriéndose al “homeschooling”) es bien retante, me gusta que la hacen pensar, que, trabajan el análisis, no la repetición, no el copiar de una pizarra, no el memorizarte un libro.” “la decisión de la escuela de mi hija la tomó ella, yo le busque distintos currículos de “homeschooling “, yo busque distintas opiniones tanto de profesores como de psicólogos, ¡ehh! y le presente a ella el “pop” en currículos de “homeschooling” y le dije a ella que ella tenía la determinación ya que ella era la estudiante, de como ella quería aprender.” “se lo disfruta, no lo ve como un castigo.”	“refuerzo de estilo de aprendizaje” (reinforce child’s learning style) “decisión compartida” (shared decision) “disfruta proceso de enseñanza y aprendizaje” (enjoys learning process)

	#2	• <i>“yo a través de cada familia veo y valido el decidir yo quedarme en la casa haciendo “homeschooling” con los niños.”</i> • <i>“gastos económicos al yo tener dos, en las escuelas, ehh, todo es un centro de, de, pedidos, peticiones, tráeme esto, tráeme lo otro, además quizás de lo que pagues si estas en un colegio.”</i> • <i>“lo hicimos como una prueba y realmente año tras año validábamos que era la mejor decisión que habíamos tomado mi esposo y yo.”</i>	“validar decisión a través de observación de otras familias” (decision validated throughout observation of other families) “costo de la educación” (cost of education) “validar decisión a través de experiencia anual” (decision validated year after year)
	#3	• <i>“una de las cosas bien bonitas era tener mis hijos en la casa.”</i> • <i>“yo vivo en Mayagüez, mi esposo es de Adjuntas, yo era, soy de Quebradillas, no tenemos familia tampoco y era bien ehh, conveniente también, verdad que estuviéramos todos en casa.”</i> • <i>“académicamente como socialmente mis nenes estaban haciendo, estaban desarrollándose muy bien.”</i> • <i>“estaban pudiendo hacer, jehh!, entretenerse y dedicarse a cositas que, si hubieran estado en la</i>	“estilo de vida agradable” (pleasant lifestyle) “conveniencia de comodidad y flexibilidad” (convenience of comfort and flexibility) “buen desarrollo académico y social”

		<i>escuela ocho a tres, era imposible, era imposible.”</i> • <i>“proteger su infancia, Ese tiempo de ser niño, ser niño y de disfrutar.”</i>	(high academic and social development) “flexibilidad de horario” (flexible schedule) “proteger su infancia” (protect childhood)
	#4	• <i>“fue un cambio automático.”</i> • <i>“salud de los hijos, no se me enferman casi nada desde que están en “homeschooling”.</i> • <i>“más actividad social desde que están en “homeschooling” este que cuando estaban en la escuela.”</i>	“condiciones de salud de hijos” (child’s health condition) “aumento en actividades extracurriculares” (increase in extracurricular activities)
	#5	• <i>“la comodidad y la flexibilidad.”</i> • <i>“después de que ellos entraron a, comenzaron a estudiar en casa pudieron envolverse mucho más en actividades, sobre todo en la iglesia.”</i> • <i>“la nota de ellos no necesariamente, yo me di cuenta después que entré a “homeschooler” las notas de ellos no necesariamente reflejan lo que ellos</i>	“conveniencia de comodidad y flexibilidad” (convenience of comfort and flexibility) “aumento en actividades

		<i>aprendieron.”</i>	extracurriculares” (increase in extracurricular activities) “notas escolares no reflejaban conocimiento real” (school grades were not equal to knowledge)
	#6	• <i>“yo encontré que, con mis hijos, ellos son dos niños muy diferentes, pero yo pude apoyarlos individualmente como si fuera uno a uno.”</i> • <i>“desde que nos mudamos pues los niños que están en escuela pública, hemos tenido terremotos, hemos tenido la pandemia, hemos tenido los escándalos de la este, educación pública.”</i> • <i>“mira, las cosas no están fijas en el mundo, pero aquí en casa los hijos míos tienen esa rutina que nada lo rompe.”</i> • <i>“si yo quiero decir “mira, vamos a coger un ‘break’ que ustedes están trabajando duro”, yo se lo puedo dar.”</i>	“ofrecer ayuda individualizada” (meet child’s individual needs) “proveer seguridad por factores externos” (provides security from external factors) “ofrecer estabilidad a sus hijos” (offer stability to child) “conveniencia de comodidad y flexibilidad”

			(convenience of comfort and flexibility)
	#7	• <i>“porque veo que funciona.”</i> • <i>“puedo hacer muchas cosas con mis hijas, más allá de lo que pasaría en la escuela.”</i> • <i>“tenemos la posibilidad de aprender de muchas maneras.”</i> • <i>“potenciar ese interés en ellas, no me limito a un horario, no me limito a un libro.”</i> • <i>“mis hijas han tenido ciertas complicaciones en su desarrollo, que estando en un sistema educativo me las hubieran encajonado y realmente no, no era viable, para nada.”</i>	“buen desarrollo académico y social” (high academic and social development) “reforzar estilo de aprendizaje” (reinforce child’s learning style) “conveniencia de comodidad y flexibilidad” (convenience of comfort and flexibility) “aumento en actividades extracurriculares” (increase in extracurricular activities) “ofrecer ayuda individualizada”

			(meet child's individual needs)
	#8	“pues nos gusta, nos ha sido super bien verdad, gracias a Dios. Ehh, él se ha adaptado super bien. Hasta ahora vamos super bien, y por eso hemos decidido no volver a la escuela. Él no quiere volver a la escuela.”	“estilo de vida agradable” (pleasant lifestyle)
	#9	“no te puedo negar que la salud sigue siendo la importante por problemas de alergia, y el miedo de como madre de que no sé, no se atiende en un momento verdad en particular que sufra ese problema.” “la calidad de la enseñanza, me siento más segura, yo verifico verdad lo que por grado requiere, pero, sentarme yo, este, estar con él y enseñarle y sé que él está aprendiendo. Este, en comparación pues ya con la competencia de un maestro con otros niños, pues no.”	“condiciones de salud de hijos” (child's health condition) “ofrecer mejor calidad de enseñanza” (offer better teaching quality)
	#10	“es que me encanta, o sea, me encanta.” “para mí, es mucho más fácil.”	“estilo de vida agradable” (pleasant lifestyle) “conveniencia de comodidad y flexibilidad”

			(convenience of comfort and flexibility)

CATEGORIES question #2. *¿Cuáles son las razones que te llevaron a decidir la modalidad de la educación en el hogar para la enseñanza de sus hijos?* What are the main reasons that led you as a parent to remain in homeschooling?

	CATEGORY: reasons parents remain homeschooling	
	convenience of comfort and flexibility	5
	enjoyable lifestyle	3
	increase in extracurricular activities	3
	reinforce child's learning style	2
	high academic and social development	2
	meet child's individual needs	2
	child's health condition	2
	shared decision	1
	offer better teaching quality	1
	offer stability to child	1
	provide security from external factors	1
	school grades were not equal to knowledge	1
	protect childhood	1
	flexible schedule	1
	decision validated year after year	1
	cost of education	1
	decision validated throughout observation of other families	1
	enjoys learning process	1

QUESTION	PARTICIPANT	TRANSCRIPTION	CATEGORY: determine curricula CODE: DC
#3 ¿Cómo determinas cuál currículum satisface mejor la necesidad de sus hijos? How do you determine what curriculum best serves your children?	#1	“trato de mantener la comunicación con mi hija abierta, aunque mi hija cuando empezó el “homeschooling” estaba apenas en cuarto grado, yo entiendo que el estudiante es quien tiene que decidir, la felicidad, el, el anhelo por el aprendizaje, yo creo que te demuestra mucho más que quizás una nota. Para mí era bien importante yo ver que ella se sentía complacida con lo que estaba estudiando. Ningún currículum es perfecto.”	“decisión compartida según interés del hijo” (shared decisión with child)
	#2	“al principio obviamente ellos, yo escogía todo por ellos, porque, pero dependiendo de sus necesidades particulares, uno de mis niños tuvo necesidades especiales en un momento dado, y yo utilice el currículum de Montessori con ellos al principio, adaptado, porque no podía pagar todos los manipulativos obscuramente caro que, que tiene Montessori, pero yo lo hacía adaptado a la casa.” “todos los años siempre ha sido mi tarea como mamá “homeschooler” al evaluar que vamos a utilizar. Ya	“necesidades particulares del hijo” (child’s particular needs) “decisión compartida según interés del hijo” (shared decisión with child)

		<i>después de 6to grado te puedo decir en adelante yo los hice participe a ellos de la decisión.”</i>	
	#3	• <i>“mi prioridad, nuestra prioridad, verdad, como familia, era establecer en los nenes, ese fundamento de valores espirituales, de valores morales, de, junto verdad a lo, vez que, a lo académico.”</i> • <i>“nosotros nos casamos con este currículo que a nuestro entender cumplía con la parte académica porque era este muy bueno en esa parte y también con los fundamentos que nosotros queríamos tuvieran.”</i>	“valores espirituales” (spiritual values) “contenido académico” (academic content)
	#4	• <i>“yo estoy como más llevándolo a lo que le interesa, no estoy siguiendo “per-set” un currículo también estoy usando, este, una guía que me dio Casa Escuela cuando yo empecé, porque yo empecé, Porque los tienen por, por, por grado, las necesidades que ellos tienen, por grado.”</i> • <i>“a veces por las necesidades que encuentro que deben de fortalecer. En el caso de la lectura, porque a veces pues, mis hijos son un poco vaguitos en cuestiones de la lectura, pues refuerzo más ese elemento.”</i>	“interés del hijo” (child’s interest) “necesidades particulares del hijo” (child’s particular needs)

	#5	“yo soy una <i>“homeschooler”</i> bien escolarizada, mi nene por ejemplo tiene una, verdad, unas necesidades especiales, no sé, no son, no son, no es nada grave, pero este, si necesita una estructura, necesitaba todo de una forma organizada que el pudiera ¡ehh!, ver y saber con anticipación lo que iba a hacer, yo busque currículos que fueran ¡ehh!, estructurados. Qué, que, que ellos cogieran bastante parecido a lo que era su estructura de escuela.”	“necesidades particulares del hijo” (child’s particular needs)
	#6	“yo misma yo miro a lo que les interesa a mis hijos. Si es algo que los mantiene bien enfocado, interesado, y le da como esa variedad, pues yo los mantengo con eso.”	“interés del hijo” (child’s interest)
	#7	“el como ellas responden, y mezclo todos.”	“interés del hijo” (child’s interest)
	#8	“la guía que le da el Departamento a los maestros, de que lo que tienen que aprender durante ese grado, y me dejo llevar a veces hasta le pregunto ¿qué quieres estudiar primero? Y él me dice “ay esto me gusta” o	“interés del hijo” (child’s interest)

		<i>sea que también lo pongo a escoger.”</i>	
	#9	• <i>“cada año es un reto y uno va aprendiendo.”</i> • <i>“de acuerdo a lo aprendido.”</i> • <i>“importante es que no se me aburra, Pero eso es una de las formas, este. Verlo que el este entusiasmado, Pero básicamente eso, el nivel de como él va saliendo, como él entiende y como si se me aburre o no.”</i> • <i>“para nosotros es importante la enseñanza cristiana.”</i>	“interés del hijo” (child’s interest) “valores espirituales” (spiritual values)
	#10	• <i>“que sea llevadero, que sea fácil.”</i> • <i>“es más bien visual, este, y que sea fácil para él entender.”</i>	“estilo de aprendizaje” (child’s learning style)

CATEGORIES question #3. *¿Cómo determinas cuál currículo satisface mejor la necesidad de sus hijos?* How do you determine what curriculum best serves your children?

	CATEGORY: determine curricula	
	child’s interest	5
	child’s particular needs	3
	spiritual values	2
	shared decision with child	2
	child’s learning style	1

	academic content	1

QUESTION	PARTICIPANT	TRANSCRIPTION	CATEGORY: curricula used CODE: CU
#4 <i>¿Cuáles currículos has utilizado?</i> Which curriculums if any, have you used? Mention them if possible.	#1	Calvert Education/Academy (online school)	Currículo oficial en línea de Calvert Academy (Oficial online curriculum Calvert Academy)
	#2	- Nilsa Ortega - Santillana - Editoriales SM - Editorial Panamericana - Norma - Chicola Mejias - Splash Learn - Khan Academy - Time for Learning - Power Homeschool - Montessori	Libros de texto: Nilsa Ortega, Santillana, Editoriales SM, Editorial Panamericana, Norma, Chicola Mejías (Text books: Nilsa Ortega, Santillana, Editoriales SM, Editorial Panamericana, Norma, Chicola Mejías) Recursos en línea: Splash Learn, Time for Learning, Power Homeschool (Online resources: Splash Learn, Time

			for Learning, Power Homeschool) Currículo oficial: Khan Academy (official curriculum: Khan Academy)
	#3	• SETON (currículo católico) • Santillana	Currículo oficial: SETON (official curriculum SETON) Libro de texto: Santillana (textbook: Santillana)
	#4	• Khan Academy	Currículo oficial: Khan Academy en línea (official curriculum Khan Academy)
	#5	• Abeka Book	Currículo oficial: Abeka Book (official curriculum Abeka Book)
	#6	• My Father's World • Método Charlotte Mason	Currículo oficial: My Father's World Método: Charlotte Mason (official curriculum My Father's World, Method: Charlotte Mason)
	#7	• Santillana • Abeka Book	

			Libros de textos: Santillana (textbook Santillana) Currículo oficial: Abeka Book (official curriculum Abeka Book)
	#8	- Recursos gratuitos en línea, Happy Learning, Timeworksheet, Time for Learning - SM - EduSystem - Tutores - Savia	Recursos gratuitos en línea: Happy Learning, Timeworksheet, Time for Learning (free online resources: Happy Learning, Timeworksheet, Time for Learning) Libros de textos: SM, Savia (textbooks: SM, Savia) Recursos digitales: EDUSYSTEM (digital resources: EDUSYSYEM) Tutores (tutors)
	#9	Alpha y Omega, estamos con “Monarch/ Life Pac (en línea)	Currículo oficial: Alpha y Omega, Monarch, Life Pac (official curriculum: Alpha y Omega, Monarch, Life Pac)
	#10	- Método ecléctico - cooperativa	Método ecléctico (eclectic method)

			cooperativa (cooperative teaching)

CATEGORIES question #4 *¿Cuáles currículos has utilizado?* Which curriculums if any, have you used? Mention them if possible.

	CATEGORY: curricula used	
	(methods) Charlotte Mason	1
	(methods) Eclectic Method	1
	(curriculum) Calvert Education	1
	(curriculum) Khan Academy	2
	(curriculum) SETON	1
	(curriculum) Abeka Book	2
	(curriculum) My Father's World	1
	(curriculum) Alpha y Omega/Life Pac	1
	(textbook) Santillana	3
	(textbook) Editoriales SM	2
	(textbook) Editorial Panamericano	1
	(textbook) Norma	1
	(textbook) Chícola Mejías	1
	(textbook) Savia	1
	(online) Splash Learn	1
	(online) Time for Learning	2
	(online) Power Homeschool	1

	(online) Happy Learning)	1
	(online) Time Worksheet	1
	Cooperative Teaching (METHOD)	1
	(online) Edusystem	1
	Tutors (METHOD)	1

QUESTION	PARTICIPANT	TRANSCRIPTION	CATEGORY: benefits of homeschooling CODE: BHS
#5 ¿Cuáles son los beneficios de la educación en el hogar? What are the benefits of homeschooling?	#1	• “el horario, el no tener que madrugar.” • “el tú saber qué es lo que tú hijo está aprendiendo, el tú poder ayudarlo, el tú poder guiarlo, el tú poder enfocarte en lo más que le gusta en lo más que le interesa a él o a ella, sin perder de base verdad que tiene que aprender un poquito de todo.” • “el no tener que planchar uniformes.” • “muchas de las actividades escolares que hacían no eran de interés para la niña.” • “debido a la pandemia es que nos estamos dando a conocer un poco más, no somos ehh, un grupo de personas extrañas, no somos ehh, rebeldes contra la sociedad. Al contrario, somos personas que queremos ser parte de	“beneficio de calidad de tiempo, flexibilidad de horario” (quality time benefit, flexibility) “beneficio académico, individualidad sobre refuerzo de destrezas aprendidas” (academic benefit, individuality on reinforcement of learned skills) “beneficio personal, conocer los

		<i>una sociedad y entendemos que podemos mejorarla y a través de la educación de nuestros hijos es que lo estamos logrando.”</i>	intereses de sus hijos” (personal benefit, know children’s interests) “beneficio personal, elimina planchar uniforme” (personal benefit, eliminates uniform ironing) “beneficio académico, actividades extracurriculares según interés del hijo” (academic benefit, extracurricular activities according to the child’s interest) “beneficio social, exposición de “homeschoolers” (social benefit, exposition of homeschoolers)
	#2	• <i>“el beneficio mayor ha sido la individualidad que les he podido dar a mis hijos a pesar de ser gemelos, ellos aprenden de manera diferente, la escuela es un “one size fits all” y es él niño baila al</i>	“beneficio académico, individualidad sobre refuerzo de destrezas

		son del maestro o de un programa o de un sistema. En “homeschooling” los papás bailamos al son del niño.” • “hacer su currículo más personalizado, yo creo que es lo más bonito de todo esto, el que podemos modificar, podemos cambiar. No tenemos que quedarnos con los libros hasta mayo porque el colegio nos obligó a comprar unos libros que al niño no le sirven para nada y que no ha aprendido absolutamente nada.” • “disponibilidad del tiempo, de poder ellos hacer otras cosas, ehh, estudiar cuando quieren, como quieren, a la hora que ellos quieran.” • “esa flexibilidad que existe en el “homeschooling” que quizás no la podemos tener en un ambiente tradicional por los horarios, y los sistemas verdad, que están ya en “place” colocados verdad, y en una manera delineada, esa flexibilidad y maravillosa, como te digo, koinonía, que se puede fomentar cuando estamos haciendo “homeschooling” porque, como te dije, lo vamos al paso de ellos.” • “ayudarlo a florecer aún más, porque trabajas con sus deficiencias lentamente con amor y paciencia,	aprendidas” (academic benefit, individuality on reinforcement of learned skills) “beneficio académico, creación de currículo individualizado” (academic benefit, creation of individualized curriculum) “beneficio de calidad de tiempo, flexibilidad de horario” (quality time benefit, flexibility) “beneficio de calidad de tiempo, disponibilidad de más tiempo” (quality time benefit, increase of time availability) “beneficio académico,

		<i>pero los llevas a su máximo potencial.”</i> • <i>“los empujas con las materias que tú sabes que ellos pueden dar mucho más de lo que ellos saben lo que están dando, tú sabes. Y tú los puedes tener en un grado en una materia y en otros grados en otra materia.”</i>	individualidad sobre refuerzo de destrezas” (academic benefit, individuality on reinforcement of learned skills)
	#3	• <i>“económicamente era, que yo quería poner cuatro hijos en aquel momento en escuela privada, Mayagüez, sabes, hubiera sido económicamente, era retante, ves. Hubiera sido, si lo hubiéramos querido hacer, tenía que ser con bastante esfuerzo.”</i> • <i>“bien conveniente de que yo los tenía en mi casa, ves. No tenía ni que salir ni que entrar.”</i> • <i>“vamos a la, a la cuestión de, a la cuestión académica. Este, yo creo que para, para, yo vi en ellos que ellos se fueron exponiendo a, ¡ehh!, a diferentes cosas porque el tiempo le sobrara un poco verdad, para dedicarse a mas así que (20:23) ellos podían a parte de lo académico, entretenerse y educarse en otras, en otras áreas.”</i> • <i>“ellos aprendieron a trabajar, a trabajar bastante solo, porque como tú sabes, pues la cuestión de, uno como</i>	“beneficio económico, elimina pago mensual de escuela” (financial benefit, eliminates monthly payment) “beneficio personal, reduce ajoro mañanero” (personal benefit, reduces morning stress) “beneficio personal, conocer y planificar según interés de hijos” (personal benefit, know and plan according to the child’s interest)

		<i>papá “homeschooler” es más bien, yo siempre pienso que después que tu trabajes las destrezas principales de, de elemental que requieren mucho uno a uno, ya después tú te conviertes en un facilitador.”</i> • <i>“fortalecieran los valores familiares pues yo, pues, Dios nos dio esa bendición de poderlos, de poderlos ir llevando en esa línea, ya cada quien toma sus decisiones, pero nosotros como papás, pudimos este, pues involucrarnos en esas cosas que para nosotros eran bien importante, bien importante.”</i> • <i>“ellos siempre, que ya están grandes, recuerdan, es la cuestión de la interacción con sus hermanos. Es cuan bien, los recuerdos, la este, que te digo para mí, yo le doy gracias a Dios que en ese momento tomamos la decisión porque (22:02) ellos han creado ahí, como una (junta las manos simulando un “bonding”) es muy especial, muy especial. Cosas tan, que, si podíamos viajar, viajamos todos varias veces, ves que eso fue una cosa bonita también que se nos dio, hay unas oportunidades de tener esa, yo creo que, en el aspecto, lo académico pues fue muy bueno y el aspecto de, de, de la realidad de nuestra</i>	“beneficio académico, trabajan de manera independiente” (academic benefit, child works independently) “beneficio social, refuerzo de valores en hogar” (social benefit, reinforcement values at home) “beneficio familiar, creación de lazos más profundos entre hermanos” (family benefit, stronger bond between siblings)

		<i>familia, yo te digo que fue excelente.”</i>	
	#4	• <i>“es menos estresante no está esa tensión constante.”</i> • <i>“a la nena mayor mía le daba muchos ataques de pánico. Cada vez que iba a coger un examen y eso, rápido le daba dolor en el pecho. Yo lleve, la lleve varias veces, al médico, pero me decían, mira es ansiedad. Y entonces, pues, no solamente la cuestión educativa.”</i> • <i>“los costos de gasolina, estar todos los días llevándolos a la escuela, porque no solamente era llevarlos por la mañana y recogerlos por la tarde, a veces yo tenía que estar al medio día también, que, aunque me parquera cerca, comoquiera era el costo de bajar y esto y lo otro.”</i> • <i>“ahora podemos hacer turismo interno y aplicamos la enseñanza de lo que estamos viendo al momento.”</i>	<i>“beneficio personal, reducción de estrés diario” (personal benefit, daily stress reduction)</i> <i>“beneficio de salud, mejor control de condición médica” (health benefit, better control of health condition)</i> <i>“beneficio económico, reduce gastos de gasolina” (financial benefit, reduces gasoline cost)</i> <i>“beneficio académico, actividades extracurriculares según interés de hijos” (academic benefit, extracurricular activities according to the child’s interest)</i>

	#5	• <i>“es la flexibilidad, no tenemos que salir de aquí a las seis y media de la mañana.”</i> • <i>“flexibilidad en cuestión del currículo, yo tengo un currículo bien específico, se exactamente lo que tengo que hacer y todo esto, pero, yo puedo, si yo veo que los nenes tienen una dificultad en un área, pues yo puedo parar, y sentarme con ellos y explicarles y decirles “esto es así, ¿lo entendiste?” “No, okay pues vamos a buscar otra forma”.</i>	“beneficio de calidad de tiempo, flexibilidad de horario” (quality time benefit, flexibility) “beneficio académico, creación de currículo individualizado” (academic benefit, creation of individualized curriculum)
	#6	• <i>“tienen más interés en los libros. Ellos leen muchos libros. Y eso yo sé que es porque el currículo que yo les doy ahora es bien enfocado en lo hermoso de la vida, el arte, la lectura. Este, jumm!, el buen carácter y los morales.”</i> • <i>“apoyar individualmente”</i> • <i>“una cosa muy importante para mí es que yo puedo enseñarle de ciertos temas que yo siento que son este delicados. Yo puedo esperar hasta que yo siento que mis hijos son suficientes maduros para eso.”</i>	“beneficio personal, aumento en interés de lectura” (personal benefit, increase in reading interest) “beneficio académico, individualidad sobre refuerzo de destrezas aprendidas” (academic benefit, individuality on reinforcement of learned skills)

			“beneficio social, refuerzo de valores en el hogar” (social benefit, reinforcement of values at home)
	#7	• <i>“mis hijas aprenden sin la presión de una nota, que mis hijas ven el aprender divertido. Mis hijas, les gusta leer (acertando con la cabeza). Mis hijas no saben lo que es estar pegado a un teléfono a una tableta. Mis hijas saben lo que es aburrirse y crear.”</i> • <i>“del tiempo que yo paso con ellas, verlas crecer, verlas como se desarrollan.”</i> • <i>“verlas manejarse con personas más grandes que ellas, simplemente sin ningún tipo de problema. Verlas con personas más pequeñas, que ella, ayudándolos, porque les nace y no porque alguien les dice ve y ayuda.”</i> • <i>“verlas que ellas entienden que ellas pueden hacer lo que ellas quieran. Que es cuestión de esforzarse, no siempre me va gustar, pero si yo quiero, puedo buscar la manera de hacerlo y el ver ese desarrollo de ese pensamiento crítico.”</i>	“beneficio académico, se respeta el ritmo del aprendizaje” (academic benefit, learning rhythm is respected) “beneficio de calidad de tiempo, disponibilidad de más tiempo” (quality time benefit, increase of time availability) “beneficio social, socialización con diversas edades” (social benefit, socialization with different ages) “beneficio académico, fomentar desarrollo de pensamiento

			crítico” (academic benefit, encourage development of critical thinking)
	#8	• <i>“paso más tiempo con ellos y uno los aprende a conocer más.”</i> • <i>“no adoptan malas costumbres de otros niños, y este, y si lo hacen pues verdad, comparten con otros amiguitos, uno los puede corregir y guiarlos no es lo mismo que los estás viendo.”</i> • <i>“las actividades de grupo, pues, nos divertimos juntos, no es como en una gira que se divertiría solo.”</i>	“beneficio de calidad de tiempo, disponibilidad de más tiempo” (quality time benefit, increase of time availability) “beneficio personal, corrección de conducta inmediata” (personal benefit, immediate behaviour correction) “beneficio familiar, creación de lazos más profundos entre padre/madre e hijo” (family benefit, stronger bond between siblings)
	#9	• <i>“el control de la salud.”</i> • <i>“aprenden a su propio ritmo y también uno como madre, como estamos de tú a tú, honestamente, tú, tú reconoces sus fortalezas y debilidades y pues, por lo tanto, pues uno fortalece,</i>	“beneficio de salud, mejor control de condición médica” (health benefit,

		<i>trata de atacar eso. Las debilidades pues tratar de, y no estas en competencia con, pues con una cantidad de niños.”</i> • <i>“reconoces lo que le gusta, donde es bueno. Y este, y también la diversidad del aprendizaje. Son tantos, entonces podemos moverlo a, a, horas, a lugares, este, a sitios, o sea, es que es bien abarcador.”</i> • <i>“yo creo que la diversidad y que tú puedes, darle la oportunidad de que ellos aprendan mucho más, que lo disfruten, y que también sea algo lo que ellos estén preparados. (7:02) Porque no puede acelerar destrezas. O sea, acelerar ciertas capacidades si no están preparados.”</i>	better control of health condition) “beneficio académico, se respeta el ritmo de aprendizaje” (academic benefit, learning rhythm is respected) “beneficio académico, individualidad sobre refuerzo de destrezas aprendidas” (academic benefit, individuality on reinforcement of learned skills) “beneficio personal, conocer los intereses de sus hijos” (personal benefit, know children’s interest) “beneficio de calidad de tiempo, flexibilidad de horario” (quality time benefit, flexibility)

	#10	• <i>“Que lo tengo en casa, este, no puedo decir que me ahorro absolutamente nada porque no es así.”</i> • <i>“yo estoy al tanto de todo lo de él, o sea, si él tiene una duda en matemática, ahí estoy yo, y se la se contestar y se dónde buscar.”</i>	“beneficio personal, reduce ajoro mañanero” (personal benefit, daily stress reduction) “beneficio académico, aclaración de dudas inmediata” (academic benefit, immediate clarification of doubts)

CATEGORIES question #5. *¿Cuáles son los beneficios de la educación en el hogar?* What are the benefits of homeschooling?

	CATEGORY: benefits of homeschooling	
	academic benefit, individuality on reinforcement of learned skills	5
	academic benefit, extracurricular activities according to the child’s interest	2
	academic benefit, creation of individualized curriculum	2
	academic benefit, learning rhythm is respected	2
	academic benefit, child works independently	1
	academic benefit, immediate clarification of doubts	1

	academic benefit, encourage development of critical thinking	1
	personal benefit, know children's interests	2
	personal benefit, daily stress reduction	2
	personal benefit, eliminates uniform ironing	1
	personal benefit, know and plan according to the child's interest	1
	personal benefit, increase in reading interest	1
	personal benefit, immediate behavior correction	1
	personal benefit, reduces morning stress	1
	quality time benefit, flexibility	4
	quality time benefit, increase of time availability	3
	financial benefit, eliminates monthly payment	1
	financial benefit, reduces gasoline cost	1
	social benefit, reinforcement of values at home	2
	social benefit, exposition of homeschoolers	1
	social benefit, socialization with different ages	1
	health benefit, better control of health condition	1
	family benefit, stronger bond between siblings	2

QUESTION	PARTICIPANT	TRANSCRIPTION	CATEGORY: disadvantages of homeschooling CODE: DHS
6. ¿Cuáles son las desventajas de la educación en el hogar? <i>What are the disadvantages of homeschooling?</i>	#1	• <i>“te puedo poner ahí lo del tiempo, donde uno pues quizás puede perder el, el, la noción del tiempo.”</i> • <i>“yo soy madre soltera, así que eso me limita a mí lo que es poder trabajar fuera, pero como maestra tutora pues trabajo en el hogar.”</i> • <i>“al principio, socialmente, ¡ehh! la gente te trata como si tú fueses quizás ehh, una persona ¡ehh! extraña, un “hippie”, ¡ehh!, una persona sin ningún tipo de noción de, de la sociedad, ni nada por el estilo.”</i>	<i>“pierde noción del tiempo” (lose track of time)</i> <i>“límite de oportunidad de empleo” (limited employment opportunities for parent)</i> <i>“marginado por la sociedad” (judged by society)</i>
	#2	• <i>“más que nada esto requiere de mucho compromiso. Y no todos los papás están dispuestos a esto. Requiere sacrificios.”</i> • <i>“esto no es para todo el mundo, alguien se tiene que quedar en la casa.”</i>	<i>“compromiso con la educación” (requires elevated parental commitment to child’s education)</i>

		<i>Yo tuve que hacer un sacrificio enorme económicamente.</i>” • <i>“unos sacrificios económicos.”</i> • <i>“tuve que aprender a desescolarizarme.”</i>	“estilo de vida inusual” (maintain different lifestyle against the norm) “sacrificio económico” (financial sacrifice) “aprender a desescolarizarte” (learn to “unschool”)
	# 3	• <i>“Está la posibilidad que, que, que nos aislemos un poco en términos de, de lo que está pasando fuera, verdad. ¡Verdad, este...y...! ehh! ...un poquito esa cuestión de ingenuidad para algunas cosas.”</i>	“leve aislamiento de las situaciones del mundo” (slightly isolated from world issues)
	#4	• <i>“a veces se recuestan de que es mami la que está enseñando (riéndose), y entonces como que “! ahh, mamiii, vamo’ a cogerlo suave!”.</i> • <i>“Hay más beneficios que desventajas.”</i>	“exceso de confianza de hijo a madre/maestra” (excessive amount of comfortability from child to parent-teacher)

	#5	• <i>“una mamá que le gusta irse a hacer ejercicio después de dejar los nenes a la escuela, no puede hacerlo. O se los lleva.”</i> • <i>“te los tienes que llevar a todos lados. Pero si sabes aprovechar todo, y crearlo como un estilo de vida, porque “okay”, una mamá que se va hacer ejercicios, pero se va hacer ejercicios con sus hijos pues ya eso es Educación Física para ellos. Una mamá que se va hacer compra con ellos, pues les puede enseñar como mantener un “budget”, como este, o sea, es cuestión de, de, de, de cómo lo ves.”</i>	“reducción de tiempo personal de mamá” (reduced personal time for moms)
	# 6	• <i>“yo tengo que pagar por todos los libros, yo tengo que pagar por todo este yo misma.”</i> • <i>“pues que es mucho trabajo. Es un, es una, un sacrificio para mí. ¡Umm!, para hacer mi trabajo yo lo tengo que hacer por la noche (riéndose) y cosas así y, porque</i>	“costo de educación sufragado por padres” (cost of education paid by parents)

		<i>yo los pongo a ellos primero.”</i> • <i>“el acceso a esas cosas que tienen mucho los niños de escuela pública. Como que le dieron computadora, y cosas así. Esas son desventajas para mí.”</i>	“compromiso con la educación” (requires elevated parental commitment to child’s education) “falta de acceso a materiales educativos del DE” (lack of access to educational material of the D.E.)
	#7	• <i>“realmente no hay desventajas.”</i> • <i>“Si puedo decirte que uno se cansa.”</i> • <i>“la sociedad te acribilla, que la sociedad te margina y pues si uno no está claro en lo que uno quiere pues puede llegar afectar al padre.”</i>	“no existen desventajas” (no disadvantages) “reducción de tiempo personal de mamá” (reduced personal time for moms) “marginado por la sociedad” (judged by society)
	#8	• <i>“uno no tiene tiempo como para uno (riéndose) porque estas con ellos veinticuatro siete.”</i>	“reducción de tiempo personal de mamá”

			(reduced personal time for moms)
	#9	“en el área metropolitana tiene muchas, muchas, oportunidades, a nivel de lugares de visita, museos. El área oeste pues yo he notado, porque yo llegue a participar de un grupo en Dorado, en un momento dado y encuentro la diferencia, en el área oeste, en cuestión a que no tienen mucho eso.”	“falta de lugares educativos en área oeste” (lack of educational places in the western area)
	#10	“ninguna, yo no le encuentro ninguna desventaja.”	“no existen desventajas” (no disadvantages)

CATEGORIES question #6. ¿Cuáles son las desventajas de la educación en el hogar? What are the disadvantages of homeschooling?

	CATEGORY: disadvantages of homeschooling	
	reduced personal time for moms	3
	no disadvantages	2
	judged by society	2
	requires elevated parental commitment to child's education	2
	lose track of time	1
	limited employment opportunities for parent	1
	maintain different lifestyle from the norm	1

	financial sacrifice	1
	learn to “unschool”	1
	slightly isolated from world events	1
	excessive amount of comfortability from child to parent-teacher	1
	cost of education paid by parents	1
	lack of access to educational material of the DE	1
	lack of educational places in the western area	1

QUESTION	PARTICIPANT	TRANSCRIPTION	CATEGORY: negative experiences as homeschool family CODE: NEHSF
7. ¿Has tenido alguna experiencia negativa como familia “homeschooler”? <i>Have you had any negative experiences as a homeschool family?</i>	#1	“cuando se tomó la determinación de que Amnir iba a estudiar “homeschooling”, ¡ehh! por parte, en aquel momento verdad yo estaba casada, y mi lado de la familia estaban muy contentos con la determinación, el lado de mi exmarido no lo estaba.” “muchas veces como que, “a mira, que tú nena no esto,	“desacuerdo familiar” (family disagreement) “prejuicios sociales” (social prejudice)

		<i>no socializa, no lo otro.”</i>	
	#2	• <i>“di una charla, fue una de mis primeras charlas como digo, que yo di, cuando estaba en TCHERS’, y estaba esta trabajadora social de una escuela, y ella estaba, no sé qué hacia allí, te soy honesta, no sé qué hacia allí, porque ella no tenía hijos, no, nunca pensaba educar en el hogar tampoco. Pero ella estaba allí como para tratar de atacar el “homeschooling”.</i>	“prejuicios sociales” (social prejudice)
	# 3	• <i>“te cuestionan y te como que, este, cuando uno toma decisiones que son un poquito contracorriente, yo creo que eso molesta un poco, y las personas se siente un poco como que, agredida de cierta manera, ves. Este, y entonces, por ejemplo, a mí me preguntaban mucho, ¿” pero cuando tus nenes van para la</i>	“prejuicios sociales” (social prejudice)

		escuela? ¿Cuándo tus nenes van para la...?” Les incomodaba de alguna manera que mis hijos no estuvieran en la escuela, ves. Y me reclamaban mucho que sí, la cuestión de la socialización, pero mira, nosotros teníamos tantas formas en que socializábamos.”	
	#4	• “a veces empiezan a comparar con primitos, o etcétera, “¿mira y cómo van los nenes, pero como los evalúan”? Este, pero, “¿se supone que este tal grado o ¿ya el primito tiene tal, tal nota, ya lo evaluaron, ya él se sabe eso?” Esas cosas, jumm!, eso es lo que incomoda un poquito (sonriendo).”	“desacuerdo familiar” (family disagreement)
	#5	• “si te puedo decir que yo he aprendido, al principio esa emoción que a uno le da de ser “homeschooler” quieres como que decírselo a todo el mundo, y cuando	“prejuicio social” (social prejudice)

		<i>uno lo dices a veces te miran extraño. (16:19) Y pues he aprendido a no, decírselo a todo el mundo. No todo el mundo lo recibe de la misma manera.”</i>	
	# 6	• <i>“pues que la gente juzga a eso y lo ven como si “ustedes, los niños tuyos no, no están, como “they are not socialized” y como que no preguntan, ellos juzgan primero. Yo creo que la gente juzga mucho, pero, uno después de muchos años “you develop thick skin, so it doesn’t really, and I am like ‘whatever’.”</i>	“prejuicio social” (social prejudice)
	#7	• <i>“que todo el mundo te juzga.”</i>	“prejuicio social” (social prejudice)
	#8	• <i>“no, gracias a Dios, hasta ahora no.”</i>	“no ha confrontado experiencia negativa” ((has not confronted any negative experience)
	#9	• <i>“sí a veces tú tienes que adiestrar a la</i>	

		<i>gente por lo que tú comentaste, por el, por el motivo de tú tesis verdad, porque hay gente que no sabe, si tienes prejuicios de personas, pero también el mismo nene, mi hijo cuando lo conocen, cuando habla pues ya contesta las inquietudes.”</i>	“prejuicio social” (social prejudice)
	#10	“¡Jamás! Y ando con mi esposo y eso es, jamás (con mucho énfasis). Esto ha sido para nosotros lo más grande. Yo soy más feliz. Yo sufría cuando (ANONIMO) estaba en la escuela. Pero sufría.”	“no ha confrontado experiencia negativa” (has not confronted any negative experience)

CATEGORIES question #7. *¿Has tenido alguna experiencia negativa como familia “homeschooler”?* Have you had any negative experiences as a homeschool family?

	CATEGORY: negative experience as a homeschool family	
	social prejudice	7
	family disagreement	2
	has not confronted any negative experience	2

QUESTION	PARTICIPANT	TRANSCRIPTION	CATEGORY: auto-evaluate process homeschools CODE: AEPHS
8. ¿Si tuvieras la oportunidad de autoevaluarte en el proceso de la educación en el hogar, ¿qué mejorarías, qué harías diferente? <i>If you had the opportunity to auto-evaluate the process of homeschooling, what would you improve? What would you do different?</i>	#1	“dejarla ser un poco más independiente. Quizás soltarla, eh, yo creo que ella estaba más que lista para hacerlo todo sola y dejar que ella me pidiera la ayuda.”	“ofrecerle más independencia a hija” (allow child to be more independent)
	#2	“yo no cambiaría prácticamente nada porque yo le he dado de todas las oportunidades a mis hijos, yo los he expuesto a todo lo que han querido, a todo lo que yo he entendido.”	“nivel de satisfacción alta con su proceso de educadora en el hogar” (elevated level of satisfaction with homeschooling process)
	# 3	“estaba un poquito todavía ¡ehh!, con esa mentalidad de, de estructura, de estructura. Y no es malo pues cuando aquí éramos cuatro, quizás a veces me faltó estructura también.”	“mejoraría el crear balance entre estructura y no estructura” (create a balance between structured and non-structured mentality)

	#4	• <i>“necesito mucha organización porque es que tengo tanta cosa.”</i>	“mejoraría la organización” (improve organization)
	#5	• <i>“hasta ahora entiendo que estoy bastante satisfecha, porque lo que puedo decir que podría cambiar no ha dependido de nosotros. Ha dependido, por ejemplo, estamos en la pandemia.”</i>	“nivel de satisfacción alta con su proceso de educadora en el hogar” (elevated level of satisfaction with homeschooling process)
	# 6	• <i>“yo no sería tan este, en el principio yo era estricta y bien preocupada que no estaba cubriendo todas las bases, “I had to unschool myself”. ”</i> • <i>“yo creo que yo iría para atrás y me diría que “todo va estar bien, no te preocupes tanto, este cógelo más suave, y umm, y pues me cogía el tiempo más (16:09). No sería tan estricta con todo ni preocupada (riéndose).”</i>	“aprender a desescolarizarme” (learn to “unschool”) “ser más flexible conmigo misma” (less pressure as a parent-teacher)

	#7	• <i>“como todo padre que está educando a nenas chiquititas, el poder manejar y autocontrolarme cada vez más, la paciencia se aprende con las situaciones.”</i>	“desarrollar más la paciencia” (develop more patience)
	#8	• <i>“a veces uno se pone a pensar de, del primer día a ahora, mejore mucho la paciencia. Porque al principio yo decía, yo no sé cómo los maestros pueden con treinta, yo con uno y me estoy volviendo loca.”</i> • <i>“uno en la escuela uno aprendió cosas que nunca uno usó, pues entonces estoy en esas. Ya que, eso tu no lo vas a usar en la vida diaria.”</i> • <i>“nada cambiaria, porque de verdad que me he disfrutado todo, a diferencia de mi hijo mayor a mi segundo hijo, que me perdí muchas cosas de su vida, con este me las he disfrutado más.”</i>	“desarrollar más la paciencia” (develop more patience) “mejoraría el continuar eliminando destrezas no usadas en vida real” (eliminate academic and non-academic skills, not used in real life) “nivel de satisfacción alta con su proceso de educadora en el hogar” (elevated level of satisfaction with homeschooling process)

	#9	• <i>“a veces me exijo mucho como mamá.”</i> • <i>“y eso yo creo que es la parte que te, es bueno porque tú no te conformas, tratas de dar lo mejor todo el tiempo de ti como madre y como educadora. Pero a la misma vez también es, este, pues, te puedes cansar, te puedes, verdad, este, drenar en ese sentido porque a veces tú sientes que no lo estás dando y realmente pues sí, lo estás dando, no ser tan dura conmigo misma.”</i>	“ser más flexible conmigo misma” (less pressure as a parent-teacher) “disfrutar más el proceso de la educación en el hogar” (enjoy more the homeschooling process)
	#10	• <i>“yo no me arrepiento.”</i>	“nivel de satisfacción alta con su proceso de educadora en el hogar” (elevated level of satisfaction with homeschooling process)

CATEGORIES question #8. *¿Si tuvieras la oportunidad de autoevaluarte en el proceso de la educación en el hogar, ¿qué mejorarías, qué harías diferente?* If you had the opportunity to auto-evaluate the process of homeschooling, what would you do to improve? What would you do different?

	CATEGORY: auto-evaluate process homeschools	
	elevated level of satisfaction with homeschooling process	4
	less pressure as a parent-teacher	2
	develop more patience	2
	allow child to be more independent	1
	create a balance between structured and non-structured mentality	1
	improve organization	1
	learn to “unschool”	1
	eliminate academic and non-academic skills, not used in real life	1
	enjoy more the homeschooling process	1

Saludos Crystal:

Espero que estés bien. Incluyo las siguientes recomendaciones:

1. Anadir "Potencial que tiene el" y " tú sabes que ellos pueden dar más de lo que están dando" en la categoría de Beneficio académico.

En ambas los padres creen en un potencial adicional que tienen sus hijos que lo pueden desarrollar en Home Schooling.

Mucho éxito y siempre a tu orden,

Dra. Verónica Santiago-Beauchamp, EdD

Educadora en Ciencias de la Familia y del Consumidor

Directora Proyecto *Development of Puerto Rico's Agricultural Extension*

Service Distance Education Infrastructure and Capacity Building

Unidad Mayagüez/Añasco/Rincón

Servicio de Extensión Agrícola

Colegio de Ciencias Agrícolas

Recinto Universitario de Mayagüez

Universidad de Puerto Rico

Teléfono: 787-833-1170

Correo electrónico: veronica.santiago1@upr.edu

Yo Ingrid Rodríguez Ramos concuro con las categorías desarrolladas a través del análisis de la transcripción de la entrevista. Soy psicóloga Clínica con experiencia en tratamiento de niños y adolescentes y profesora Universitaria que ha ofrecido los cursos de desarrollo humanos y algunos en el ámbito de psicología escolar. Fui educadora en el hogar desde 2005 a 2011 y presidí por dos años el grupo de Apoyo a Educadores en el Hogar WEAVER. También fui miembro de TCHERS y ofrecí las orientaciones sobre educación en el hogar en diferentes foros. Me acerco a la evaluación de este documento desde una actitud de aprobación de la educación en el hogar como modalidad de enseñanza válida.