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How African American Parents Prepare to Homeschool Their Children

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How African American Parents Prepare to
Homeschool Their Children

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Dedication

I want to dedicate this dissertation to my mother and first best friend, the late Carolyn Marie Bonner, whose spirit lives with me every day. I want to thank her for instilling in me fortitude, dedication, and perseverance. My faith along with these attributes has assisted me in completing this race. In her absence, I have become stronger. My mother was a great educator whose character, strength, and compassion lives through me every day. I know that she is watching over and is so proud of me.

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Abstract

This study explored and identified in what manner social learning prepares African- American parents to homeschooling. African-American parents seek information to educate their children; however, there is no universal process that can assist an early stage homeschooler on what information is needed to deliver content strategies for learning. The importance of social interaction coupled with adult education is recognized as a connection. In other words, information learned via a collaborative and self-taught manner allows homeschool parents to come together to share their knowledge with aims of assisting other parents in the home education process. Homeschoolers are faced with a daunting task of educating their children, but they must find mechanisms that will assist them in learning what they need to teach. These problems include the limited guidance in gathering information, no true rubric of categories too basic for their knowledge, and self-encouragement. Studies have examined homeschool education and the labelling of its instructional styles; unequivocally few studies have discussed the social and adult learning aspect of the parents in gathering material to teach at home. This research study used an exploratory qualitative approach to conduct face-to-face, semi-structured individual interviews with ten African-American homeschool parents to gain a better understanding of what steps these homeschool parents took and how they learned during the process of educating their children at home. Three major themes and six subthemes emerged from the experience of the ten participants in this study.

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Chapter One

Introduction

Historically, education for Blacks was prohibited in the United States because of the slave laws that were established. The laws were set up with many restrictions, thus, making it unlawful to educate slaves to read and write. Even with the slavery laws, enslaved Blacks persisted to learn in the face of occasional stealthy struggles of Blacks themselves. Therefore, educational opportunities operated during this period was conducted in secret in both schools and informal education institutions such as homes and churches (Williams, 2005).

Aforementioned, education for African Americans was not a conversation openly discussed. However, during the 1800s, history speaks about a white missionary man by the name of John Mason Peck who solicited the help of an African American man, John Berry Meachum to assist him in providing a place of worship for Blacks (Durst, 2004). The collaboration of the two men inspired Meachum to open the First African Baptist Church to educate the Black community in St. Louis. The church offered Christian and secular education classes to anyone who wanted to attend, despite their ability to pay the one dollar that was charged for tuition. It is believed that Meachum and Peck's work educating Blacks became a threat to the St. Louis community. Therefore, shortly after the opening of Meachum's church in 1847, St. Louis enacted an ordinance and placed a ban on instructing Blacks. This order gave police the power to force Meachum to close the church. Meachum did not let that stop him; he used what he had learned as a carpenter, built a steamboat, equipped it with a library and developed a school, which was named the "Freedom Floating School." The school was anchored in the middle of the

Mississippi River, which was not subject to state law because the river belonged to the federal government (Tabscott, 2009).

In the history of African American culture, Black churches have always been the foundations in the community. The church was seen as a place where personal reflection, spiritual revival and communal observances took place, as well as a location for learning, socializing and exercising political concern (Life after Slavery for African Americans, n.d.).

In January of 1865, Missouri enacted a new state constitution that included a ban on slavery and a requirement that all school boards support education for African Americans (Alexander, 2015). According to Bellamy (1974), by the end of the Civil War, the education of Blacks in Missouri before the Civil War was still an unexplored and neglected subject.

This historical account of African American education provides context that reveals home-like instruction and collaborative learning existed during the antebellum period. Since the antebellum period, homeschool education has remained a progressive movement as an alternative method of education (Muhammad, 2011). Homeschooling for African American families is not a new option in educating children; nevertheless, there is a dearth in the research that has explored the use of homeschooling as an alternative method of education.

Thus, the overall goal of this research was for the researcher to gain a rich understanding of the current methods and principles participants of this study used to homeschool their child using the Social Learning Theory (SLT) as a conceptual framework. In this chapter, the background of the study is described, followed by a

statement of the problem, significance of the problem, the purpose of the study, the research questions, and the definition of the terms.

Background of the Study

Historically, in the African-American community, garden schools, mothers' clubs, and women's associations served as forums where empowerment and self-education fostered informal or home-like instruction (Neverdon-Morton, 1989). In 1902, Mary Church Terrell expressed that Black women should preserve themselves and develop plans to work with individuals experiencing illiteracy and those considered by society to be low and vicious, in order to reclaim these individuals in the community (Nasaden, 2006). According to Saunders (2013), women like Lucy Statten Day Sessions, Mary Jean Patterson, and Mary Church Terrell took great strides in combating racism through education and self-empowerment. Groups such as the National Federation of Afro-American Women and the National League of Colored Women fought against the negative views and stereotypical mindsets regarding the formal education of African-Americans to establish a movement of change (Carlton-LaNey, 2011). These two organizations merged and gave birth to more Black women's clubs in America. These clubs became the backbone of education and empowerment of African-Americans during the late 19th and early 20th century. Through these group alliances, engagement, and interaction, social learning occurred as means of self- enrichment and empowerment.

Bandura's (2002) illustrates in his Social Learning Theory that people learn from one another, by observing and/or modeling each other behaviors. Bandura asserts that when individuals are being influenced directly by their environment, they try to surround themselves with those who have access to resources, expertise or who exercise the

authority to secure the outcome they desire (Bandura, 2002). These individuals also gain a pool of information and resources that may offer mutual encouragement, form relationships, and works hand and hand to guard what they cannot achieve on their own (Bandura, 2002).

Now, in the 21st century, home school instruction is still an educational alternative. Schmiege (2011) suggests there has been a 29% increase in parents who home educated in 2003 from 1999. Goode (2016) often referenced the data from the national home research institute, that revealed 220,000-black school-aged children are homeschooled, compared with an estimated 103,000 back in 2003, when she postulated that homeschooling is a growing phenomenon in the Black community. Ray (2015) asserted that it is estimated that of the 2.3 million homeschooled children in the United States, about 184,000 to 230,000, or 8 to 10 percent, are African American.

Statement of the Problem

Today, there is still negligible research on how social interaction plays in the development of African American parents gaining knowledge to instruct at home. Similarly, there is minimal mention of African American groups specifically who use Social Learning Theory as a self-help to homeschool education. With the increase of African American parents utilizing home school as an alternative way of educating their children, it is imperative that they have ongoing support and are able to have traditional academic resources available to them

Significance of the Study

The findings in this study may prove to be valuable in several ways. The findings may help to provide a guide to the process and decrease the challenges African

American parents encounter when choosing to homeschool their children. In addition, the study offers an outline of resources and organizations that provide support to parents who are interested in homeschooling, which will assist them in being successful. This study could help researchers uncover how Social Learning Theory and self-learning theory contribute to the preparation of homeschool parenting. Moreover, the findings clarified that African American parents can learn through social interactions and andragogical concepts to provide education for their own children.

Purpose of the Study

The purpose of this study was to identify how African American parents used the concepts of the Social Learning Theory to homeschool their children. The researcher conducted a qualitative exploratory study on a select group of African American homeschool parents in the state of Missouri. The significance of the social learning theory as it relates to preparation of homeschool parents was explored. In part, this study was analyzed through literature related to homeschooling, adult education, and motivation of the parents who attempt to homeschool their children, while examining the instructional styles that these parents identified with to provide instruction to their children at home.

Research Question: What role does the Social Learning Theory play for African American parents who homeschool?

Sub-question:

1. What process and patterns do African American parents use to prepare to homeschool?

2. How do the instructional styles African American parents identify with provide training to learn?

Definition of Terms

For this research study, the following operational definitions were utilized. This list will continue to be expanded during the completion of the dissertation.

Homeschooling – A progressive movement around the country and world, in which parents choose to educate their children at home instead of in a traditional public or private school (Martin, 2012).

Andragogical Principle – A rule or fundamental practice of helping adults learn (Knowles, 1980).

Alternative Education – Non-traditional or uncommon approach to learning that includes various teaching and learning strategies that are independent of the offering of mainstream education (Alternative Education, n.d.).

Traditional Education – also known as basic, conventional, or customary education that refers to beginning academic customs found in institution that society deems appropriate. (Traditional Education, 2015).

Parent Education – Refers to systematic and generally accepted method implemented by professionals to assist parents in accomplishing specific goals or outcomes with children (Mahoney, Kaiser, Macdonald, Robins, Safford, & Spiker, 1999).

Self-directed Individual Inquiry - The capacity for reflection on experience (Ortloff, 2006).

Social Learning Theory – Implies the learning process can occur while observing others' actions (Cherry, 2012).

Summary

This chapter gave an introductory examination in the study of African American parents preparing to homeschool. In addition, this chapter further discussed in detail the major components that formed this study. The next chapter will provide a full review of the literature that supported the concept that was researched. Chapter three survey how data was collected, in addition to the methods and procedures used to select participants. In chapter four, an analysis of the data is provided. Lastly, chapter five summarizes the findings, conclusions, implications, and recommendations for further research.

Chapter Two

Review of Literature

Homeschooling was recognized as an educational option in the late 1960s. In spite of the option to homeschool, this option was once identified as a trifling development. However, over time homeschool has evolved into a momentous trend, with an excess of two million children in the U.S. being homeschooled, with the percentage rapidly increasing by 2 percent to 8 percent annum (Mazama & Lundy, 2015; Ray, 2015).

In the last 10 to 15 years, a sizeable number of African American parents have intentionally sought alternatives to traditional schooling for their children; this has resulted in exploring homeschooling as an option (Gaither, 2009; Mazama & Lundy, 2015; Ray, 2015). African American parents' ideology is that homeschooling would be a great alternative because it will increase their child(ren)'s chances in achieving higher academic and educational resources (Ray, 2015). Homeschooling allows parents the freedom to deliver instruction in any manner they like. Parents who decide that homeschooling is an option prepare themselves socially and informally to acquire the information needed to deliver education to their children. A considerable amount of research has been conducted in an attempt to discover why parents decide to homeschool their children (Ray, 2017). However, there still is a dearth in the research as to why African American parents decide to homeschool their children. It is believed that homeschooling is considered an option because of the bureaucracy in public schools, which results in lack of textbooks and inadequate student to teacher ratio (Haberman, 2017). Nothing in the literature addresses and/or suggests that African American parents decide to homeschool their children because of the failing of or increase in non-

accredited school districts in urban areas. In this chapter, the researcher provided an overview of the homeschooling movement. Since much of homeschooling relies on interacting with others despite the feeling of parent isolation, an investigation of the Social Learning Theory is also discussed. Additionally, this chapter includes an examination of motivations and barriers that African American parents encounter. Also, this chapter discusses the Social Learning Theory and self-directed learning connection to homeschool preparation.

Homeschool Movement

As mentioned in Chapter 1, many enslaved African Americans learned to read and write in their homes and churches as part of their mission to acquire freedom (William, 2005; Mazama & Lundy, 2012). During and after the Civil War, secular schools were established in the South by formerly enslaved African Americans for the purpose of making literacy available to adults and children (Butchart, 2016). Thus, Rushdoony (1961) set the trajectory for the modern homeschooling movement in the 1960s and recognized home-like instruction as an educational option for blacks and whites. In addition to his platform on the modern and Christian homeschool movements, he vilified public education through his writings: *Intellectual Schizophrenia*, a general and concise examination of education; *The Messianic Character of American Education*, a history and criticism of public education in the U.S.; and *The Philosophy of the Christian Curriculum*, a parent-oriented pedagogical statement (Stollar, 2015). Edgar (2001) asserts that Rushdoony was the strongest possible advocate for religious education, consistently favoring private over public schooling. Edgar (2001) also alleges that Rushdoony's basic philosophy was geared toward Christianity and the Reconstruction movement and

therefore was the reason Rushdoony combatted the intentionally secular nature of the U.S. public school system through homeschool education.

In 1964, Holt revealed his interest in home education, and in the late 1960s he publicized the theory that formal schools' attention that focused on repetition erudition shaped an oppressive classroom environment (Holt, 1964; Holt & Farenga, 2003). Holt further expressed his opinion that there should be a call to decentralize schools and increase autonomy of teachers and parents. He believed that the public-school system was unable to be reformed, and he encouraged parents to teach their children at home (Holt & Farenga, 2003). As a result, this advice expanded to the mindset of parents and encouraged parents to take huge shifts in educating their children (Nemer, 2002). Hence, these educational reform efforts appear to have had an impact on parents' decisions to homeschool their children (Grubb, 1998). Swartout-Corbei (2008) reported that Holt was a prominent author of education-themed textbooks. He introduced and launched his theory that the most civilized way to educate a child was through homeschooling (Swartout-Corbei, 2008). Lyman (1988) expressed that Holt's feelings on how children should be educated was very apparent through his writing, and his earlier manuscripts discussed how a child fails, as well as how a child then begins to learn. Holt (1976) released a book titled: *Instead of Education: Ways to Help People Do Things Better* and was recognized for his comprehension of the students' ability to learn knowledge and skills outside of public school. Lyman (1998) asserted that Holt's philosophy resembled a laissez faire approach to home-based education or, as he called it, "learning by living" (p.6), which Holt followers described as unschooling (Lyman, 1998). In the article, *Homeschooling: A History* (2011) avowed Holt's expression that the most important

thing about home-based child growth is that schooling is not so formal, and schools are not an artificial place designed to make learning happen but homeschooling is a natural fundamental humanistic institution. *Homeschooling: A History* goes on to discuss how Holt asserted that the most effective way of educating is to regard children as being natural learners; therefore, he believed the traditional methods of school often impede the process of learning and his basic educational philosophy was developed with a humanistic thought in mind (Homeschooling, 2011). The article also affirmed that Holt felt schools should not discourage children's natural curiosity to learn, but the educational system should encourage parental guidance and participation, as well as following how the child best learns, which furthered implied that students should learn by living and not by rote learning (Homeschooling, 2011). It is noted that Holt did not conduct research studies, but he published many books about unfavorable school systems. However, researchers profess that credit should be given to Holt for having the vision to advocate for and cultivate homeschooling (Holt & Farenga, 2003).

In the 1970s, homeschooling began to grow, and it was a movement that was progressive around the U.S. and other countries (Ray, 2015). For much of history, homeschooling was the only way of educating children prior to the creation of the public or traditional school systems (Brewer & Lubienski, 2016). Thus, as an alternative means of learning, homeschooling is one of the most popular methods of education (Ballmann, 1987; Thomas, 2002). Homeschooling is more than self-governing and self-directed learning, it includes socially engaging with other parents which allows for educational development to occur without restrictions in/or during the process (Morin, 2017).

According to Lyman (1998), Holt and Moore investigated whether institutionalization was beneficial for young children. In the 1980's, they also published several textbooks on homeschooling and further elaborated that Moores' work was an innovation discovery of an alternative means of education (Lyman, 1998). Similarly, Jessica and Wade Huley (as cited by Hermitt, 2007) mentioned that Moore made homeschooling an educational option by making information available to parents in order to provide give validity to movement of collaborative learning for home--based educating. Hermitt (2007) asserts that it was the efforts of Moore, which legitimized homeschooling as a creditable and viable option for education through his published research and data outcomes, that supported the homeschool movement.

These three homeschool advocates all believed that educating at home was the best option in providing adequate resources needed for a child's academic success.

Throughout the 1990s, the homeschooling movement has made beneficial progress. With Moore being instrumental in the homeschooling movement at this time, he petitioned to the homeschool community to continue to remain unified even though home education groups and associations were gradually becoming mainly Christian, often requiring parents to sign a statement of faith and excluding secular homeschoolers. Thus, Michael Farris, a new leader in the homeschool movement, gained his notoriety and founded the Home School Legal Defense Association (HSLDA). Michael Farris used his connections to other influential homeschool leaders such as Greg Harris and Sue Welch to position HSLDA to become the center of the national homeschooling movement infrastructure. In conjunction, these three homeschool leaders supported the homeschool

movement's networking system and the public image of the homeschool community (A Brief History of Homeschooling, n.d.).

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Conceptual Framework

Social Learning Theory (SLT) is the conceptual framework that guided this study. SLT allows for learning to take place through interactions with others (Cherry, 2012; Bandura, 1977; 2002). These interactions can influence individuals directly by their environment, in which they try to surround themselves with those who have access to resources, expertise or who exert the power to secure the desired outcome. The theory suggests that people who engage in similar beliefs can influence the results of others in the group (Bandura, 2002). There is limited research that speaks to how African-American parents are prepared socially and educationally to homeschool. Thus, this momentous trend of home instruction in the last 10 to 15 years has encouraged African-American parents in choosing homeschool as an alternative to traditional schooling (Gather, 2009; Mazama & Lundy, 2015; Ray, 2015). Therefore, an appropriate path to explore and investigate the practices that African-American parents employ to prepare socially and educationally to homeschool was an exploratory interview qualitative approach.

Social Learning Theory

Parents who chose to homeschool usually obtain knowledge more efficiently in social settings. Thus, this implies that learning occurs through social environments by observing others' behaviors, attitudes, and outcomes (Cherry, 2012; Schunk, 2012). This way of knowing for a homeschooler provides a naturalist setting that encourages learning with every day experiences, people and venues (Drolet, 2012). The environment fosters

rich resources of learning by examples. This behavior has components of what Bandura (1977) calls the Social Learning Theory or social cognitive theory. Social Learning Theory and social cognitive theory are one in the same as described by Bandura. He noted that external, environmental reinforcement was not the one and only factor that influences learning and behavior. Some intrinsic reinforcements are in the form of internal rewards such as: pride, satisfaction, and a sense of accomplishment (Cherry, 2012). The Social Learning Theory is more cognitive in its interpretation of how humans learn (Olson & Scott, 2014), and social engagement refers to the connectedness in participation and social activities (Krueger et al., 2009).

The general principle of the Social Learning Theory is that individuals learn by mere observation of others and by watching the outcome of their behavior (Ormrod, 1999). In addition to learning collectively or socially, Bandura (1999) also displays how groups operate through the behavior of its members. For instance, collective efficacy has a socio-centric focus with the belief that operates on how much efforts individuals put into group endeavors. This theory suggests that people that engage in like beliefs can influence the results that others in the group seek to achieve (Bandura, 1999).

Hence, in homeschool education, shared beliefs are some of the ways that parents make learning and acquiring knowledge to teach their children a part of their way of knowing. Parents create an environment to learn and allow the process of learning to occur through social modeling and other daily experiences (Schlundt, 2012).

Thus, homeschoolers participate in homeschool associations where they trade curricula, techniques, and plans that will assist them in being successful in educating their children (Sheng, 2014). One reason that they collaborate is due to the lack of formal

training or professional development offered by the government to homeschool parents similar to the training traditional school educators who teach in the public or private schools receive (U.S. Department of Education, 2009). Homeschoolers must rely on other homeschool parents in all aspects of social learning theories, which include situational, observational, and conversational learning to prepare to teach.

Situated Learning

This aspect of the Social Learning Theory proposes that learning is unintentional and situated with activity, context, and culture (Heick, 2013). Adult learning can take place through the component of Social Learning Theory. Jean Lave, who was the originator of situated learning, argued that learning is a matter that embeds the real activities of daily living (Stein, 1998). Lave and Wenger (1991) mentioned that situated activities are legitimate peripheral participation. When learners become engaged in a certain setting or situation, they use cooperative and participative teaching methods as the means of acquiring knowledge (Stein, 1998).

According to Lave (1993), adults learn in a particular environment and setting, such as working as an assistant or intern for a certain career or job, similar to how adults learn by watching or observing instruction being delivered. This exemplifies the concept of situated learning. Situated learning is accumulated knowledge through some form of apprenticeship or expert process, such as the process adults go through in order to become a teacher or become a doctor (Lave and Wenger, 1991). In the article, *Within and beyond communities of practices: Making sense of learning through participation identity and practice* by Handley, Sturdy, Fincham, and Clark (2006), situational learning theory is defined as a position of the community of practice as the context in which an

individual develops the practices (including values, norms and relationships) and identities appropriate to that community. According to Stein (1998), learners that engage in certain setting such as group activities have the ability to verbalize knowledge gained and compare problem solving approaches through their interactions.

Adults as well as children learn by examples or mimicking (Bandura,1977).

Within this social phenomenon, individuals often gain information after learning from a job or after developing a skill. Therefore, as a parent prepares for homeschooling, they may have to familiarize themselves by shadowing a fellow homeschooler to gain a skill or expertise of a particular subject in order to acquire firsthand knowledge (Goode, 2016). It is sometimes easier to teach by experience or knowledge than through theory or concepts alone (Bandura, 1977).

Observational Learning

Observational learning relates to the field of adult and homeschool education because parents usually participate in some form of visual activity to gain information from others. Observational learning is gaining knowledge through watching an activity of another organism (Hergenhahn & Olson, 1997). Parents are shown different techniques, strategies, and plans on various subjects to deliver to their students.

Homeschool parents participate in activities, conferences, or workshops that provide visual resources and materials that will assist them with teaching their children at home. This action of observing reinforces the concept of learning through a visual environment. Bandura's major premise is that people learn through observing others (Bandura, 1977; McLeod, 2011).

Another psychologist also claims that individuals learn through acquiring behavioral dispositions. Campbell (1963) suggested that one might learn through trial and error. As this relates to homeschool parents, the parent might try a suggested technique with their children, but if it does not work, he or she may alter it to meet the need of the child. He claimed that direct trial and error experiences create a deep and long lasting acquired behavior disposition. He also suggested that modeling is a tendency that requires one to repeat what they saw (Campbell, 1963).

Ormrod (1999) suggested that in the process of observation, there are four categories defined: attention, retention, production, and motivation. Attention refers to when a person focuses on a behavior or situation to demonstrate change. Retention occurs when a person is able to reflect on the behavior that has been observed. The third category involves the ability to imitate the behavior that the model demonstrates. The final category of motivation involves a person presenting or revealing what he or she has learned (Ormrod, 1999). These attributes are all important techniques that homeschoolers use to engage themselves in the learning process.

Conversational Learning

In addition to situated and observational learning, conversational learning is another form of unintentional learning that parents gain while preparing to homeschool their children. Incidental learning is unintentional or unplanned learning that can result from other activities (Kerka, 2000). According to McFerrin (1999), there are several types of incidental ways of learning. One form is by using language and communication. According to Pask (1976), education and learning occurs through natural, object, or *meta* language. This engagement is the construction of a conversation. The development of

conversational theory refers to the framework cybernetics, which attempts to explain learning in both living organisms and machines (Pask, 1975). The ultimate idea of this theory is that learning happens through the exchange of verbal expression about a subject matter that serves to make knowledge explicit. Therefore, as this theory relates to homeschool parents, it further demonstrates how adult learners gain information through the method of a person teaching another what they have learned (Pask, 1976). Von Glassersfeld (1991) states that language most often gives the illusion that ideas and concepts are merely delivered from speaker to listener. Each individual must create meaning from his or her own experience.

Therefore, in conversation, linguistic exchanges do not “transmit knowledge;” rather, they provoke participants into becoming informed (Riegler, 2001, p. 346). In addition, Riegler (2001) suggested that the theory of learning includes the role of the teacher where the learner can be said to be “in conversation.” This example illustrates that two peers engaged in conversation may be exchanging, justifying and demonstrating theories, modes, or procedures (p. 350). Typically, such demonstrations consist of verbal commentary about “how” and “why” (Riegler, 2001, p. 352).

Pask (1976) refers to learning as a comprehensive way of knowing; however, others have developed other ways of exchanging language to engage the learning process. Laurillard (1993) proposes that the make-up of the skeleton of a conversation suggests that the learner is engaged with some product or outcome. This implies that learning through conversation “learning as conversation” contains three main components (Riegler, 2001, p. 353). Learning, according to Rogers and Freiberg (1994), is a self-initiated, self-evaluated, and self-motivated process. Therefore, experiential learning is

personal and addresses the needs and desires of the learner (Bravmann, S., Windschiti, M., Mikel, E., & Green, N., 2000). This theory is very much related to the field of adult education because it applies primarily to the student's experience in the process of learning and the self-assessment of the progress and success of the adult. In addition, this theory evolved as a part of the humanistic education movement (Patterson, 1973).

Humanistic education attempts to integrate all forms of learning in meaningful ways in order for the learner to become more effective in all stages and development of the human potential (Valett, 1977). For example, when a parent prepares for the process of homeschooling, he or she might gather books, takes classes on certain subjects to get more familiar with the subject matter, surf the web, or go to the library to gain more information to deliver to their children.

Motivations for Homeschooling

Parents are motivated to homeschool their children for many different reasons. Some parents' motivation for homeschooling their children is due to religious inspiration, and others are influenced by their dissatisfaction with public education (Van Galen, 1988). These parents are labeled as Ideologues and Pedagogues.

Ideologues believe that the school system failed to respect their families' values and that it teaches curricula directly opposite of their religious beliefs (Princoitta & Bielicks, 2006; Ray, 1997; Rudner, 1999; Van Galen, 1988). Fields-Smith and Williams (2009) alleged in their study that 21 out of 24 families reported that religious reasons were their major motivation to educate their children at home (p. 379). Homeschooling was an option that would allow these families to provide the guidance they believe would support the tradition of liberation theology and their drive to gain a stronger connection

with God (Gaither, 2009). Van Galen and Pitman (1991) maintain that most homeschool parents are Christian fundamentalists; therefore, they have certain values and beliefs regarding the way they want their children to learn.

Pedagogues enforce homeschool instructions because they question the professionalism and bureaucratization of modern education (Van Galen & Pitman, 1991). Pedagogues tend to value personal independence and believe the parent is in control of their children's education, which is outside of society's institutions (Luke, 2003). According to Arai (2000) these parents believe that educating children in a highly structured environment is wrong and that children should learn independently. These parents also rejected the hierarchical learning structure that public schools demanded (Arai, 2000). Ray (2016) indicated that there are four main reasons why people choose to homeschool (1) desire to strengthen family relationships, (2) pass on their cultural beliefs and values, (3) offer strong academics, and (4) monitor or guide social interactions (p.1). He also indicated that there is not enough data currently to determine if school violence is a reason parents choose to homeschool (p. 1).

Motivations for African American Parents

African American parents turn to homeschooling to assist their children in escaping racism, rote instruction, and low expectations found in many formal schools (Llewellyn, 1996; Mazama & Lundy, 2012; Wahisi, 1995). Fields-Smith and Williams (2009) mentioned that 19 out of 24 parents interviewed revealed that racial discrimination or inequality was a significant motivator in the decision to homeschool. Moreover, they cited some African American families' motivations were neither religious nor negative racial supported; it was merely to infuse an Afrocentric or African-American focused

perspective or level cultural pride into the education process (Fields-Smith & Williams & Smith, 2009, p. 376).

Slife (2011) also confirmed that African American families choose to educate their children at home due to the lack of educational material related to the cultural history of their forefathers. According to Slife (2011), it was implied that African-Americans chose to homeschool their children because the curriculum in the public system remove history that is important to the Black community. She further mentioned that there were more Black heroes than just Frederick Douglass, Sojourner Truth and Harriet Tubman that African American parents wanted to introduce to the children. For example, Condoleezza Rice, Shirley Chisholm, Marian Anderson and the Tuskegee Airmen also played a critical role in the history of Blacks; they are all heroes, and this information is essential when shared as instructional material in homeschool education (Slife, 2011).

Tenney (2012) posits that African American parents highlighted religion as a subject that the public schools do not teach. These parents were very focused on making sure that their children learned black history, and they used homeschooling to provide individualized instructions because of the lack of education that traditional schools provide, as well as to protect their children from drugs and bullying (Tenney, 2012).

African American parents have many different views on the reason for wanting to homeschool their children. Despite the differences in reasoning, they still had common threads as to why they wanted to pursue homeschooling as an alternative to educating their children. These parents cited wanting to provide a stronger family union, to allow for an alternative lifestyle, to protect their children against unpleasant experiences like

they had as children, and to have the right to be responsible for what their children learn as motivation for choosing to educate their children at home (Arai, 2000). Other reasons surfaced, such as that parents did not want to expose their children to “negative socialization,” which includes teasing, pranks, and exclusionary behavior, while others mentioned their child’s safety, both psychological and emotional, as well as from illegal drugs, physical violence, and increased violence at the schools (Arai, 2000, p. 205).

Barriers of Homeschooling

When parents decide to homeschool, they often face many barriers during the process of developing educational strategies to meet the needs of their children. Despite the many barriers, the decision to homeschool involves much commitment, sacrifice, and dedication in order to be successful when taking on this task (Mason, n.d.). Sometimes, there are barriers that are considered, and other times, these challenges never enter the decision to homeschool. These barriers may affect the parent’s decision to homeschool. For example, one parent may have to quit a full-time job and essentially cause the family to rely on the other parent’s income, in order for their children to be educated in the home (Paul, 2007). As such, the lack of financial resources becomes a major feat. The financial challenge causes homeschool families to struggle paying state, local, and federal taxes, while providing education for their children at home (Paul, 2007).

Another financial barrier is that there is no funding provided to parents that want to teach their children at home. If a parent decides to obtain money to send their children to attend a private school, a charter school, or a parochial school, there are resources that will offer support to the parents (Sherman, 2012). This implies that financial support is not provided for student learning, parent training, or development for parents to become

instructional leaders (Sherman, 2012). Other governmental barriers include the vouchers that parents receive to encourage sending their children to charter school. This is the government's way of promoting an orthodox educational system (Sherman, 2012).

Other barriers that parents face when deciding to homeschool their children is the lack of free time they will have. Being both the parent and the teacher allows minimal free time for parents who elect to homeschool their child (Gneco, 2008). Sometimes parents feel alienated because they are the primary educator for their children. These parents who homeschool their children often do not get a break from being the teacher or the parent. Therefore, in an effort to alleviate this alienation, some homeschool parents will often meet at the park with other homeschool parents, will take field trips, and participate in other homeschool activities to build relationships with other homeschool parents (Gneco, 2008).

Lastly, other barriers that impede the parents' decision to homeschool is choosing appropriate curricula to teach and how to allocate educational material for a specific academic level, such as for special needs or gifted students (MacLeish, 2007). Most homeschool parents are not accustomed to acting as the primary educator for their children; therefore, gathering crucial materials to provide information to their children may sometimes be challenging. In some instances, this challenge becomes a disadvantage because many states have very liberal reporting requirements (MacLeish, 2007). Thus, parents must be aware of the material they provide their children because they would want them to be on the same educational level as children in the public school (MacLeish, 2007). Parents who are homeschooling their children must rely on online

homeschooling curricula or membership in homeschooling organizations to keep abreast of the latest material to present to their children (Zeise, n.d.).

In essence, barriers are just temporary obstacles that parents encounter when they choose to homeschool their children. However, in most cases, these obstacles are not in any way deterrence to providing the best home education parents can offer. Reich (2002) postulates that parents' dedications to their children's academic success could outweigh the barriers that they may face during the education process. Thus, the parents' benefit of homeschooling is greater than any challenges that they may encounter. They are engaged in rich interaction with their children on all levels and disciplines. Some parents feel that rearing and educating their children is never a service but the collective sharing of their children's lives (Reich, 2002).

Self-directed learning and self-determination

Self-directed learning is an approach where students are responsible for their own learning (Grow, 1991). Self-teaching is related to the term andragogy. In 1968, Knowles (as cited in Taylor & Kroth, 2009), popularized the term andragogy that gave mention to the way adults teach themselves. Initially, this term was coined in 1833 by Alexander Kapp, a German teacher that was an advocate of the adult learning theory (Clark, 1995). This phenomenon of self-directedness has been a subject of inquiry for approximately 40 years. Andragogy remains the most learner-centered of all patterns of adult education programming (Merriam, 1993).

Therefore, to understand andragogy or self-directed learning from the view of an adult learner, the learner must have some connection with self-determination. Self-directedness is a conservatory of self-determination, which infers that an individual could

not have one trait without the other trait present (Hase, 2015). According to Green (2010), self-determination consists of self-directed behaviors and environmental influences not available to all individuals. Also, the theory of self-determination suggests that there is an internal motivation that supports each person's natural curiosity and desire for autonomy (Kowcz, 2015). Self-determined individuals use the ability to refine their knowledge by collaborating and networking with other learners (Green, 2010). Thus, the outcome of such influences to a learners' environment produces drive and motivation that would be useful in educating themselves.

According to Knowles (1989), there are three immediate concepts that adults develop in self-directed learning skills. The first concept is that individuals who diagnose or initiate the process of learning have a much deeper sense of ownership than the individuals who wait for the teacher to give instructions. Secondly, as one gets older and more mature, there is a psychological element that is developed to increase the responsibility of becoming self-directed. Finally, there are several different experiential techniques that adults develop, such as group discussions, simulation exercises, open classrooms, non-graded schools, learning resource centers, independent study, non-traditional study programs, external degree programs, and universities-without-walls (Knowles, 1989). Gibbons and Bailey (1980) discovered that students of all ages become skillfully self-directed through all forms of education, including the education parents give their children and the education that all of them gives throughout their lives.

In some instances, the development of self-directedness occurs through the learner's management of his or her personal learning ability. Otten and Tuttle (2011) mentioned that self-management encourages students to have a greater responsibility for

their own behavior. In the instance of homeschool parents, their behavior involves engagement with other homeschool parents on different ways to provide education to their children at home. This collaborative effort allows the parents to take on responsibility for their learning through other social interactions. This implies that homeschool parents take full initiative by gathering with individuals with like objectives for educating children in the home.

Kidd (1977) introduced a profound concept to the meaning of learning. He discussed that the process of learning is not a relationship between two or more things but an element of change (Smith 2003; 2009). Smith (2003; 2009) also concurs with Kidd (1977) that the learning process occurs through the contexts of daily actions and life experiences. In practice, one must acquire new ideas or reorganize present ideas (Kidd, 1977). Therefore, with this change, the learner begins not only to gain more information, but also to develop a better feeling about the process and appreciate learning more (Kidd, 1977). This observation shows that adults usually take more of an interest in their learning process.

Similar to Kidd (1977), Smith (1982) introduced concepts by which adults' process knowledge and contributed to our understanding of how adults process knowledge by providing critical characteristics of adult learning. He states that adults have a different orientation to education and learning than children do. In addition, adults very often enjoy the potential benefits and drawbacks of more accumulated life experiences (Smith, 1982). Life experiences are informal ways of learning that are not highly structured when individuals learn in families and groups. Additionally, workplaces or other social settings tend to view the learning process as very viable and highly

influential of what is learned (Marsick & Watkins, 2001). Life experiences also form a foundation of their learning environment (Johnson, 2011). The adult learning process is fostered and encouraged when learners can process, interpret, and utilize informal skills they already possess.

Therefore, according to Smith (1982), this process identifies how and with what an adult learns. Some adults learn by computers, cell phones, radio, audiotapes and videotapes (Smith, 1982). These different types of communication or learning tools affect and assist the way adults process and interpret learning. Lawson (as cited in Johnson, 2011) stated that adult learners need to modernize the knowledge for personal growth, skill improvement, and career advancement. Nevertheless, learning can take place any and everywhere as learners define their educational approach. Consequently, this practice of becoming self-directed grows with time and experience. Most times, adults do not realize that every life occurrence plays a great role in the development of their learning (Johnson, 2011).

Nonetheless, adults acquire knowledge in informal and incidental ways. The acquisition of knowledge increases the learners' opportunity to strive for excellence without formal training. Faure et al. (1972), the author of *Learning to be* concludes that education must combine practical experience with academic studies, and it must do this in a way that promotes self-education and prepares individuals for life-long learning experiences. Also, Marsick and Watkins (2001) noted that informal and incidental learning is learner-centered. They also concurred that lessons can be learned from life experiences, networking events, coaching and mentoring. These specific activities for homeschool education are integral to the development of concepts and practices in which

the parent can gain knowledge. As such, homeschool parents use these links to learn socially. Therefore, when people are learning within families, groups, workplaces, homeschool meetings, or other social settings, they seemingly interpret situations and actions highly through the social and cultural norms of others (Marsick & Watkins, 2001).

The Field of Adult Education related to Homeschooling

There are many aspects of homeschooling that relates to the field of adult education such as informal, incidental, transformational, and distance learning strategies. These andragogical concepts enable homeschool parents in becoming more effective learners as well as better equipped educators. Consequently, in order to prepare to homeschool in this social unconventional manner, the parent must self-directed and adopted some fundamental concepts of learning to develop skills to teach at home. Secondly, homeschool parent create their own learning platform which allows them to be responsible for their personal knowledge and educational growth. Also, homeschool parents participate in conversational and collaborative learning through organizational involvement. These social engagements of acquiring knowledge informal are views that are directly related to homeschooling as well as the field of adult education (Thomas, 2002). Adult learners learn from other adult learners; therefore, they share a myriad of informal experiences in an attempt to develop an action plan for enhancing their knowledge base.

With this in mind, adult education involves numerous methods to engage adults in learning. In particular, adults usually learn from others through discussion and conversation. The framework of this productive epistemological enhancement is to

examine learning through communication (Sharples, 2005). John Dewey (as cited in Sharples, 2005) claimed that not only is social learning the same as communication, but all communication is educative. In order for a recipient to engage in the communication process, one must adapt to the information delivered and use their personal experiences to make it relevant to their learning development

Informal learning is another form of adult education that relates to how homeschool parents prepare themselves for educating their children. Authors Marsick and Watkins (1990) and Thomas (2002) define informal learning as a phenomenon that grows from everyday encounters while working and living in a given context. Homeschool parents can and will use all of the experiences and learning strategies derived from others to deliver a well-rounded model of instruction to their children. In all aspects of learning, there are some instances which are unorganized and unstructured, as well as consisting of aspects that are informal and incidental learning that can be enhanced by an increase in awareness and acknowledgement by the adult learner (Marsick & Watkins, 1990; Thomas, 2002).

Homeschooling relates specifically to the field of adult education from the sense of self-directedness. The process by which homeschoolers prepare themselves to educate their children at home is considered the first stage of home education by parents. Parents must create the use of some form of an andragogical principle such as informal learning that will engage them in the task of educating. In the past, parents received school material to assist in their quest to educate their children by any means necessary. In addition, they consulted the local school system on their intent to educate at home (Sharples, 2005).

However, in modern day, parents have been equipped with certain guidelines and techniques to follow in delivering information to their children at home, sometimes through distance-learning providers (Moon, 2009). Seemingly, this infers that parents must gain the information and aptitude to permit them to intercede or extend interventions with their child (Mahoney et al., 1999). As parents prepare to homeschool, they primarily go through a series of events to prepare for this task. Within this framework, homeschool teaching requires the skill of self-directed individual inquiry and the capacity for reflection on experience (Ortloff, 2006). Self-directed individual inquiry is the driving force in assisting parents to educate their children. Parents take the initiative on learning without help or assistance from anyone (Smith, 1996). In essence, homeschool parents are more accountable for and have more of an interest in their children's learning, and as such, are dedicated to the enhancement receipt of the child's learning.

Summary

Homeschooling is a huge task for many African American parents because of everything that is involved, such as: preparing to provide methods and materials, the social aspect of knowing what to teach, and learning which instruction styles to provide to their children at home based on individual parental preferences. The literature presented in this chapter provided a profound review of the understanding of the reader's insight into the history of the homeschool movement, social learning theories, motivations/barriers of home education, self-directed learning/self-determination, and the field of adult education relating to homeschool. The purpose of this study is to increase

the understanding on how African American parents prepare to homeschool and add to the current body of knowledge regarding the findings of this preparation.

The next chapter of this study will examine how data was collected, in addition to the methods and procedures used to select participants. In chapter four, an analysis of the data is provided. Lastly, chapter five summarizes the findings, conclusions, implications, and recommendations for further research.

Chapter Three

Methodology

The purpose of this study was to identify how African American parents used the concepts of the Social Learning Theory to homeschool their children. This study focused on a select group of African American homeschool parents in the state of Missouri. This chapter discusses the selection process of the participants, the methods in which the data was collected, the instruments used by the parents to gather the necessary information for this study, and the processes the researcher used to analyze the data. A discussion of the limitations of the methodology is reviewed in detail.

The central focus for this research was to interview homeschool parents about their experiences, methods, processes, and practices used when choosing homeschool for educating their children. The study attempted to provide answers to the following one main research question and two sub-questions:

Research Question: What role does the Social Learning Theory play for African American parents who homeschool?

Sub-question:

1. What process and patterns do African American parents use to prepare to homeschool?
2. How do the instructional styles African American parents identify with provide training to learn?

Research Design and Methods

This research used an exploratory qualitative interview study research design, in order to explore the concept of the Social Learning Theory along with the experiences, barriers and motivation of African American parents who educate their children at home (Gill, Stewart, Treasure, & Chadwick, 2008). Interviews are considered one methodology that can be utilized for data collection in an exploratory qualitative approach. According to Qu and Dumay (2011), use of interview as a qualitative research method design empowers the researcher to have an everyday conversation or thoughtful discussion with the research participants. Utilizing interviews directly links the participant's viewpoint with informal interactions and personal experience. Interviewing requires respect for and curiosity about what people say, and a systematic effort to really hear and understand what individuals tell the interviewer (Qu & Danny, 2011). The accentuation on linguistics allows for better understanding of the importance that individual ascribes to her or his experience of the world. Therefore, listening attentively is essential in an interview; by paying close attention to what is being said, the interviewer has the ability to uncover the meanings of speech (Merriam, 1998; Van Manen, 1990). Moreover, an interview acknowledges a deeper understanding of a shared phenomenon (Gill, Stewart, Treasure, & Chadwick, 2008). Hence, the advantage of using interviews as a method in qualitative research is to aid the researcher by probing for more details and to ensure that the participants are interpreting questions in the manner they were intended (Sewell, 1999).

Qualitative research data collection emphasis the spoken words of the interviewee; in qualitative research, verbal communication is most important. Thus, there were three data analysis approaches explored: The first data analysis approach was

Moustakas four key phases analysis approach (Moustakas, 1994). The first step in this approach, the researcher needed to assemble information, dissect the interview transcripts, underlying words that had meaning and quotes that offered some understanding on the shared phenomenon that was common with the participants. The second step the researcher needed to build narratives that were vital in the description of the meetings continuing to focus on the experiences of the phenomenon. The third and fourth steps of this approach required the researcher to verify and group those narratives in units, while bracing their own experiences (Creswell, 2009, 2013; Moustakas, 1994). Bowen thematic analysis approach was the second data analysis explored (Bowen, 2009). This approach recommended that the researcher formed themes that could be categorized for analysis, while examining the data in-depth. Again, making sure to expose themes that were pertinent to the phenomenon (Bowen, 2009). The final approach explored was Colaizzi (1978) the seven steps analysis approach. In these seven steps the researcher should: 1) read all interviews to establish an appreciation for the information collected, 2) remove expressive responses when reviewing each interview, 3) each noteworthy response has a clear meaning, 4) articulating meanings into themes, 5) results are cohesive and detailed when describing them, 6) be able to articulate a thorough narrative, and 7) making sure that the participants are aware about the findings (Polit & Beck, 2010, 2014).

Colaizzi's (1978) seven-step approach was chosen for this study because it highlighted how African American parents used the concepts of the social learning theory to homeschool their children. This approach was a more all-encompassing approach that subsumes the approaches of Moustakas and Bowen. This approach was the best choice

for the topic of this study, which allowed the researcher the autonomy to probe the participants in order to get more meaning out of their responses to the interview questions.

Role of the Researcher

The role of the researcher is to determine a phenomenon of importance and then abstain from including the views of the phenomenon (i.e., epoche or bracketing) (Creswell, 2009, 2013; Moustakas, 1994). The researcher should encompass the phenomenon and perform reflexive self-examination and bracket their biases, which requires maturity and honesty (Creswell, 2009; Endacott, 2005). The researcher must be cognizant of personal biases and have a process in place to assure that their biases are set aside, suspended or held at bay (Gearing, 2004). A strategy to reduce or minimize bias is to be perceptive to the ways in which the researcher and the research process have shaped the data, which includes reflexivity; recognition of biases, values and interests; and performing external checks such as member checking and an audit trail (Creswell, 2009; Endacott, 2005; Merriam, 2002).

Moreover, Polit and Beck (2014) summarized the logic for the reader to understand the researcher role in the study and why the researcher chose the phenomenon under study, including sharing of personal assumptions and what process the researcher used to explicitly address these throughout the study. As the primary instrument for data collection, the researcher entered this research project with no personal experience with the homeschool education preparation process for African American parents.

Therefore, the researcher is an African-American parent who has chosen not to homeschool her child due to the geographical location and distance of her work place

from her home. The researcher was educated in a public-school system in the Midwest. However, the researcher chose a private Christian school to provide educational advancement for her child. The researcher did not have reasons to set her personal experience or feelings aside because she does not have the same motivation or desire to homeschool as the participants in this study. Prior to data collection, the researcher reflected on her values, principles and expectations about her experience as an African American parent. During the research process, the researcher was cautious of her personal credence and assumptions based on biases or experiences (Endacott, 2005; Polit & Beck, 2010, 2014). It is the belief of the researcher that the social learning theory plays a vital role in African American parents' process of homeschooling. The researcher also believes that social interaction is necessary to engage in as a process of an alternative way of educating a child.

Therefore, the researcher exercised reflexivity throughout the process.

Reflexivity includes introspective awareness of the research itself and the participants, and considering how the overall research process can shape the data (Endacott, 2005). The researcher influences were also lessened by choosing a setting that was neutral for interviews and soliciting volunteer participants. Another way the researcher influences were reduced was by having a second reader who verified the categories and themes and conferred any variances.

Target Population and Sampling

A purposeful sampling was used to identify the participants, given the purpose of this study, was to identify how African American parents used the concepts of the social learning theory to homeschool their children. Merriam (1998) expresses that in

qualitative research a purposeful sampling is used to help the researcher understand and gain insight. More specifically, this study used the snowballing technique sometimes called a network sampling. Snowballing is often referred to as a chain referral, which will be useful in this study because the participants are members of the African American population who are hidden or difficult to locate (Heckathorn, 2002). The researcher chose this type of sampling because the participants are of a homogenous population. This sampling technique allowed the researcher to have other participants refer participants (Merriam, 1998, p. 63). The participants of this study were African American parents who use homeschooling as an alternative to educate their children.

The sample size was relatively small, which is not uncommon in qualitative research studies, because there is not a data bank that houses the names of parents who homeschool their children. According to McKeon (2007), there are “certain types of homeschool parents that can be difficult to locate, as they tend to stay out of the spotlight” (p. 60). To have participated in this study, the participants had to be African American (self-identified as African American), and also had to meet one of the following criteria: 1) currently homeschooling their children, 2) teaching all subjects and/or teaching all levels and grades; 3) be willing to participate in one or more interviews, and 4) allowing the researcher to observe them engaging in two to three activities, such as preparation of a lesson, involvement in a professional development.

Data Collection

The purpose of this qualitative study was to identify how African American parents used the concepts of the social learning theory to homeschool their children. The researcher provided each participant with a consent form (See Appendix C) before

starting the interview. This consent form safeguarded all participants from any physical or psychological harm. To ensure that the study maintained compliance with the university standards, the researcher obtained clearance and approval with the Institutional Review Board (IRB) before starting the research process. All participants were treated in accordance to the ethical guidelines of the IRB. The participants were informed that the findings would be reported in such a way that no one would be able to identify them. The study utilized a face-to-face semi-structured conversational approach, starting with general questions to interview the participants, which was used as the primary method of data collection (see Appendix A). Data collection give emphasis to the verbal communication of the interviewee because talking is very important in qualitative research. The emphasis on language allows for enhance understanding of the importance that an individual attribute to her or his experience of the world. Therefore, listening vigilantly is vital in an interview; by listening vigilantly, the interviewer can unveil the sense and the meanings of speech (Merriam, 1998; Van Manen, 1990). Therefore, a face-to-face type interview allowed the researcher some freedom to digress and to probe beyond the answers to the prepared standardized questions (Kvale & Brinkman, 2009; Berg, 2004). Face-to-face interviewing captured verbal and non-verbal cues, emotions and behaviors, assisted in keeping focus, and provided accurate screening. Moreover, face-to-face interviewing permitted the researcher the opportunity to become socially and personally engaged with the participants by examining their body language. This allowed the participants to share any additional information that they wanted to on homeschooling.

Before the start of the interviews the researcher provided the participants a written general demographic survey to gather some basic information (see Appendix B). The interviews were conducted at a location that was agreed upon by both the researcher and the participants. The interviews lasted approximately 12-30 minutes each. All interviews were audiotaped, recorded and transcribed in order to be as precise as possible to retrieve and replay all responses given by the participants. The recordings will be kept in a locked file that only the researcher can access.

Field Observations

Kawulich (2005) asserts that the process of observing is driven by the interview, where the participant's insight guides the researcher's decision on what to observe. These observations took place either at the beginning, during the middle, or at the end of the homeschooling activity. The focus observation averaged 20 minutes in length. The researcher met with the participant at a location where the participant would be delivering, gathering, or sharing information for homeschooling. The participants chose the location, and that provided the opportunity for the researcher to observe them in their normal setting. Notification of the researcher's presence was provided to each participant; however, there was no verbal communication between the researcher and the participant at that time. The researcher established a physical location in the room that would not serve as a distraction to the participant. The researcher then observed all aspects of what the participants were preparing in facilitating the homeschooling activity.

The researcher began the focus observation by labeling each session with a pseudonym name, the date, the location, and the activity performed. Next, the researcher recorded each activity or event with an 8 ½ X 11" white tablet where all nonverbal

communications and activities were being documented. These notes pertained information that expressed the current environment and social setting where each participant gathered information for learning that was executed in a chronological order. Following that, the researcher moved from the prior location and moved closer to view the activity. At the end of the observation, the researcher met with the participant to share information and to get a more in-depth understanding of activities that were not clear. After, the researcher exited the location of the homeschooling observation; the handwritten manuscript was typed to be reviewed later. The typed manuscript was used to provide additional support for the findings of this research.

The researcher utilized field notes in addition to the interviews and observations. Field notes are very beneficial in ethnography (Wolfinger, 2002), including the thick description that can be appreciated (Lichtman, 2013). In this study, field notes were detailed descriptions of the observation. The notes began with the date, time and place. In addition to documenting events and informal conversations, the participants' attitudes and interactions were also documented. These notes were reviewed and expanded within six to eight hours after they were made. Information was collected and gathered over two months and the outcome was interpreted from the group being studied (Shank, 2006).

The researcher used observations and note taking as a secondary method of data collection. The researcher conducted observations and took notes on the homeschool parent during their lesson preparation or other self-education related activities in order to view the parents engage in their normal environment and better understand how African American parents' social learn with others. Observations are generally used to capture natural behavior (McMillan & Schumacher, 2006). This technique of gathering

information relies on the researcher's ability to see and hear things followed by recording the outcome. In addition, observations rely on low inference measurement. This means that the researcher only recorded specific behaviors without making judgments which led to a more reliable and valid examination. The primary advantage of observations is that the researcher did not need to worry about the constraints of self-report bias, social desirability, and response set (McMillan & Schumacher, 2006).

Observations can also be used to increase the validity of the study. As an observer, the researcher observed the interaction of the parents as they used their self-discovered knowledge for their children. In addition to the observation, the researcher used a rubric to correspond with the instructional techniques defined in the review of literature. The use of the rubric provided a guide or evaluation of the response of the participants. Moreover, the researcher explored the social learning theory as it relates to what instructional styles the participants identified themselves and exhibited while teaching their children in the home. Therefore, the researcher took the opportunity to observe the participants in homeschool activities such as a homeschool association meeting, a curriculum workshop, and browsing the internet to evaluate and assess in what ways the participants obtained their instruction material. All observations were documented and shared with each participant to ensure accuracy. Observations in this study were recorded as data in the field notes.

In an attempt to be open and gain the trust of the participants, the researcher made at least one informal visit, in hopes that the participants would feel free to share any additional pertinent information that could assist in better understanding the processes

and methods that parents (adult learners) use when homeschooling their children. The researcher then reviewed all notes and shared them with the participants for accuracy

Data Analysis Methods

The researcher evaluated the original transcripts from the interviews, took notes during observations, and reported all findings. The transcripts from the interviews were coded and evaluated for patterns or themes. The researcher made a list of the most frequently used terms, themes, and ideas. At this level of qualitative data analysis, it is not at all related to just mere categorizing themes or pattern; it is more about linking and connecting concepts (Saldana, 2009). This level of analysis led the researcher from the data to the idea and the idea to all the data pertaining to the idea (Richard & Morse, 2007, p. 37). This systemic comparison or thematic analysis represented some level of patterned responses or meaning with the data set (Braun & Clark, 2006). These themes captured an important portion of the data as it related to the research question (Braun & Clark, 2006).

Triangulation

Triangulation is a process that is most essential to this type of research, as it develops trustworthiness and increases validity to the result of the study. The process of triangulation, according to Berg (2004), is a composition of multiple data sources, data gathering techniques, and methods to investigate the same phenomenon. As such, in this study, methodological triangulation in the form of interviews, observations, and note taking was used. Methodological triangulation is one of four types of collecting data. It represents the most common meaning of the process by which more than one research method or data collection techniques is used (Yeasmin & Rahman, 2012). Triangulation

increases what the researcher understands about the phenomenon under investigation by combining multiple methods and theories. Using triangulation, for completeness purposes, is mainly for those that are less explored or unexplored research problems.

Member Checking

Member checking was also a research strategy used in this study to increase credibility. The process of member checking according to Shenton (as cited by Lietz & Zayes, 2010) involves the researcher selecting participants in the data analysis or a sample of participants with a draft of the findings to provide feedback and to ascertain their sense of agreement with such findings. In this study, member checking involved the homeschool parents that were interviewed to review and analyze the data given to them by the researcher. The participants were asked to gather all thoughts about the findings on a separate sheet of paper to share with the researcher in order to clarify any inconsistency or discrepancy of the interpretation of the findings. Also, the researcher involved a colleague to review and evaluate the accuracy and appropriateness of the coding assignments. This gave the results and interpretation of the research a more credible and less biased outcome.

Limitations

There were three distinct limitations of this study. One limitation is that the research presents a small number of African American parents who homeschool their children. Secondly, the research focused on the social learning theory and learning styles that the parents used in preparation for providing instruction to their children. Lastly, there was no research completed to date to guide the study.

Delimitations

The participants in this study were African American female parents who homeschooled their children, some were homeschooling for the first time, while others had some experience with homeschooling. The study was limited to a maximum of ten participants, one participant included her significant other. While each of the study participants had the desire to homeschool their child(ren) not all of them did it for the same reasons.

The researcher consciously chose not to conduct a study using all-male participants as a primary parent to homeschool because of the limitations of the sample of female participants that was encountered. In the future, it would be interesting and important to learn from African American male parents who are the primary parent to homeschool their child(ren) to compare the outcomes of that study, since more men are obtaining custodial rights of their child(ren).

Summary

This chapter surveyed how data was collected, in addition to the methods and procedures used to select participants. The next chapter of this study will provide an analysis of the data, in addition to documenting statements that the target population offered to the researcher. Lastly, chapter five summarizes the findings, conclusions, implications, and recommendations for further research.

Chapter Four

Findings

This chapter includes the description of the participants, the interview questions, and a presentation of the data and analysis of the 10 African American parents who are currently homeschooling their children. The data was culled from the semi-structured interviews and surveys that these parents provided. The semi structured interview allowed participants to be more relaxed when providing their stories that have rich data. The interviews were guided by the one main research question along with two sub-questions that were mentioned in Chapter 2 and Chapter 3:

Research Question: What role does the Social Learning Theory play for African American parents who homeschool?

Sub-question:

1. What process and patterns do African American parents use to prepare to homeschool?
2. How do the instructional styles African American parents identify with provide training to learn?

Description of the Participants

There were 10 participants in this study, which comprised of nine females and one male. Each participant's interview varied in length; however, the interviews ranged from 12- 30 minutes. The criteria for participating in this study were the following:

1. Primary parent has homeschooled for at least one-full academic year
2. Parent currently homeschooling (or)
3. Parent teaching all levels and grades (or)

4. Parent teaching all subjects

5. African American (self-identify as African American)

Each participant met all criteria needed to be included in the study. All 10 of the participants have years of experience ranging from 1 to 22 years. During the analysis process, there were two sources of how homeschool parents prepared to educate their children: those who socially acquired knowledge to present to their children and those who independently acquired knowledge to present to their children. Those parents that acquired knowledge socially were involved in associations and parent gatherings. The parents that acquired knowledge independently were connected to gathering information by using the internet, library and independent research. All 10 respondents used some form of online tool or website to gather information to develop their curriculum, but not all the respondents applied this method as the primary source of material retrieval. For the purposes of anonymity and confidentiality, pseudonym or alias names were maintained during the recorded interviews. Additionally, the pseudonym names were used when transcribing the interviews and throughout the data analysis process.

Table 1 presents the basic *Demographic Data of Study Participants*.

Pseudonym	Ethnicity	Years of Homeschool	Currently Homeschool	Teach all Subjects	Source of Homeschool	Reasons for Homeschool
Red	AA*	10	Yes	Yes	Collaborate with other parents	Family Need
Yellow	AA*	1	Yes	Yes	Online	Academic Reason
Purple	AA*	21	Yes	Yes	Collaborate with other parents	Academic Reason
Blue	AA*	3	Yes	Yes	Homeschool organization	Academic Reason

Pseudonym	Ethnicity	Years of Homeschool	Currently Homeschool	Teach all Subjects	Source of Homeschool	Reasons for Homeschool
Green	AA*	1	Yes	Yes	Online	Academic Reason
Black	AA*	3	Yes	Yes	Online	Academic Reason
White	AA*	17	Yes	Yes	Homeschool support group	Efficacy
Gold	AA*	17	Yes	Yes	Homeschool support group	Efficacy
Orange	AA*	2	Yes	Yes	Homeschool expo	Religious Reason

Note. AA-African-American

Interview Questions

The researcher conducted 10 face-to-face (one-on-one) audiotaped interviews, averaging 30 minutes. Each participant received the choice of a pseudonym to protect their anonymity and privacy. The interview began with open-ended questions that engaged the participant to reflect on how he or she prepared themselves to homeschool their children.

There were 19 interview questions in the study, which detailed information about how African American parents prepare to educate their children at home. The questions are as follows:

1. Were there any events or persons that affected the decision to homeschool?
2. What influenced you to homeschool?
3. What or who encouraged/discouraged you to homeschool?
4. How did you find out about homeschooling?
5. Have you encountered any barriers?
6. Have you encountered any benefits?

7. Were there resources that assisted you in homeschooling your child?
8. What activities do you participate or engage in outside of homeschooling?
9. Do you ever feel overwhelmed?
10. Do you belong to a homeschool association or independent homeschool?
11. What homeschool association do you belong to?
12. Do you have any prior teacher education background?
13. Did you receive any training to teach at home? If so, what?
14. Do you feel comfortable with homeschooling?
15. Do you use specific training tools, materials, and programs can assist beginners to homeschool?
16. Do you have any recommendations for a person that might assist them to begin teaching their children at home?
17. What other things would you like to share with me about the homeschooling experience?
18. What instructional styles do you associate yourself with?
19. How do you learn?

Each semi-standardized interview allowed the participant the opportunity to engage in giving more in-depth answers beyond the initial questions related to homeschooling. During the interviews, the process of probing for responsiveness was used such as saying, “would you please elaborate” for the researcher to gain insight in what the participant attempted to verbally communicate.

In addition to the interview, the researcher had given each participant a survey before starting the interview to understand the diverse background of each participant. The researcher also observed the participants engaging in a homeschooling activity and took notes.

Presentation of the Data Analysis

Several themes emerged from the perspective of the African American respondents that homeschooled their children. There were three major themes and six *sub-themes* that were the outcome of these results. Table 2 identifies those major themes and sub-themes. Each participant revealed their feelings about their overall homeschool preparation experiences. Participants shared innumerable experiences regarding their process of gathering knowledge to assist them with homeschooling their children.

Table 2 *Major Themes and Subthemes of the Study*

Major Themes	Sub-Themes
<p>Theme I: –Self Epistemological Views</p>	<p>A. Social and Material Centered Learning</p> <ol style="list-style-type: none"> 1. Hands on 2. Collaboration, Situational, Conversational 3. Visual
<p>Theme II: Teaching and Learning Development</p>	<p>A. Peer Learning</p> <ol style="list-style-type: none"> 1. Homeschool Association 2. Mother groups 3. Co-ops <p>B. Informal Learning/Distance Learning</p> <ol style="list-style-type: none"> 1. Acellus 2. Internet 3. Time4learning 4. Abeka

	<p>C. Teaching Training and Personal Development</p> <ol style="list-style-type: none"> 1. Achievement and Modification 2. Background
<p>Theme III: Connection and Disconnection</p>	<p>A. Self-evaluate and Assessment</p> <p>B. Barriers</p> <ol style="list-style-type: none"> 1. Internal disconnections 2. External disconnections

Theme I: Self-Epistemological Views --Social and Material Centered Learning

The first theme and sub-theme are related to both communal and physical factors. These attributes as applied in this study are defined as the factors that stimulate each of these parents to homeschool. The role of the Social Learning Theory played a crucial part in African American parents that homeschool. Thus, there were four sub-themes: hands-on, conversational/situational, collaboration, and visual learning revealed.

The following is a focal point of the main research question: What is the role of the Social Learning Theory for parents who educate themselves initially to provide homeschooling? Of the 10 parents who provided education to their children at home, seven of the parents adopted social methods which they learned through the direct interaction with other homeschool educators. They also felt that shared knowledge was the key means to utilize in preparing information for their children at home.

The participants understood and shared how they learned best. They knew if they were a visual or an auditory learner. Visual learners have to be able see rather than hear in order for the learning process to occur. For visual learners to acquire knowledge, a

form of photographic and social interaction must be present (South-Western Cengage Learning, 2005). Thus, the process begins when someone views a demonstration through some type of social engagement and then reproduces what was seen. This style of learning links the social learning theory and the kinesthetic learning development together. Thus, with kinesthetic learning occurs knowledge is gather when one in motion and engagement with the group.

In addition, the auditory learner should be able to listen to resonances, hear and synthesize the perceived information. For auditory learners to acquire knowledge, listening to the spoken word and interpreting what is being said is necessary (South-Western Cengage Learning, 2005). Thus, these processes begin when someone listens to a story or lesson being told and reproduces what they heard. This design of knowing also connects the social learning theory and the learner's ability to respond to the information in a whole new way, which makes a difference

Most of the respondents expressed that they had a lot of influence and support from a family member or close friends when they began exploring the option of homeschooling their children. With this support, ideas were acquired and a sense of collaborative, conversational, and tactical learning was evident. These major influences were revealed during their engagement in activities outside the home and participating with others who shared their educational interests. Four participants revealed that they attained knowledge from a spiritual point of view in social interaction and from physically performing the task.

Green: “I’m more of a hands-on learner, so I kind of teach my daughter in the manner in which I learn. I also like group settings. With a group of moms, we all can come together and ease the burden on someone else to teach a subject.”

White: “I learn better hands-on. I think there’s definitely a benefit when you know you’re not alone, and you have people who are experienced and have gone before you. With me, the lady that helped me, her kids had successfully completed high school.”

Gold: “Most of the things I would actually visualize first. Some people from a spiritual standpoint would say its revelations. Some would say its mediation, but most answers and a lot of teaching comes in when I’m sleeping.”

Red: “It’s visual, then... or either audio. If someone tells me something, or if they say, ‘Here read this’ I got it. Comprehension is good.”

One participant shared that their learning style is auditory. They indicated that they are able to listen to an activity and then be successful in the learning process.

Black: “I’m a listener, so I like to pull from people’s minds. I like to acquire all the information and then I’ll sift through it and see what I can keep and see what I’m going to throw away. Sometimes, it just depends but if, but if I do like to be more interpersonal and just...because then I can focus on what you’re saying, so sometimes when you’re dealing with a group setting, you’re going to miss some stuff.”

The next two participants mentioned that learning in a group setting was very beneficial for them. They stated that learning by examining actions and behaviors of others in a natural environment was good and assisted the parents in becoming more social.

Orange: “Oh my gosh, I am learning right now. By asking questions, by being observant. Someone told me. I say that I would say I am good in a group, but I like to take charge. I also learn from sitting back and being observant. I like the variety of all of it.”

Brown: “You learn socially through observation. You learn socially by watching others and when you watch others it depends on I guess the situation in the environment. What you’re picking up and what you’re learning you can learn good and you can learn bad socially, but yes, I think we’re all social creatures by nature.”

Theme II: Teaching and Learning Development

The first research sub-question was the basis on which this study focused: What process and patterns do African American parents use to prepare to homeschool?

This question was answered through a series of emergent themes. In particular, the major theme that provided the most insight and value to the research question was teaching and learning which involved peer and independent learning as well as teaching influences.

Peer Learning

Four participants expressed learning among other homeschool parents or groups. These four participants discovered a connection through sharing ideas to teach their children that was very beneficial. Particularly, these participants felt that to begin the practice of teaching at home, there needed to be some collaboration with other parents who have had some exposure in homeschooling.

Black: “get involved with other homeschooling parents because this not a one-man show not only for socialization reasons but also there is so much information and it’s difficult to navigate it on your own.”

Brown: “different parent groups within homeschool associations that were encouragers that would share their curriculum. If you were involved in a very good Homeschool Association, you can get all the help that you need and that is really what I needed especially getting started and that’s the help that I had.”

Blue: “yes, I do belong to an association due to the fact we associate ourselves with

Acellus. I feel I’m a part of that, but outside of the association we all come together because we’re all homeschoolers.”

White: “But since I’ve been doing the homeschool expo it has been beneficial for collaboration; I would say there is definitely instructions on having the right mindset.

Informal Learning/Distance learning

Aforementioned, all participants used some form of online or website information. Five participants revealed that the evidence of learning in an informal way through online learning was effective in the process of learning to teach their children. The participants also expressed how the art of teaching a child cannot be completed in the same manner as learning in a traditional classroom because of the student to teacher ratio, as well as the fact that schools have a set curriculum that does not allow for creativity in student learning. More importantly per the participants, learning can be discovered through a casual process that mirrors everyday life.

Red: “A Beka Christian Learning. They helped me out tremendously. They have a number where I could call them at any point in time”

Purple: “I use the A Beka curriculum and I use some of the Bob Jones and then I use something that I found at different libraries.”

Orange: “Well, I went online and I actually was mentored a lot through the process because it was my first time homeschooling a teenage-aged person. I contacted the Christian Home Educators Fellowship. I felt like this course study is what I wanted my son to follow. I wanted it to have a religious and spiritual base and that is what Christian Home Educators Fellowship provided.”

Yellow: One of them would be Time4Learning. It’s an online curriculum and a series of workbooks that are grade level. ...Outside resources are the parents. Other parents and other educators have given me insight. Just all the resources combined have given me a more secure feel on what was available online and support groups and community.”

Blue: “I like Accellus, this online curriculum, is so awesome.”

Teaching Training and Personal Development

One participant indicated that it was the sole responsibility and motivation to gather materials and resources that would give them the opportunity to become successful in the homeschool community. The participant also shared that reading, browsing the web and visiting the local library played a major role in their epistemological process. This participant shared how personal development was a major resource for professional growth. With this personal development, this was their motivation for the homeschooling.

Yellow: “Personal development, for sure. Just some online seminars, and a lot of reading or research online. Mostly seminars but I would say that parents

definitely take account of all learning resources offered and effectively use them to teach.”

Four participants expressed that to provide proper instruction to their children, the curriculum had to be continuously adjusted to meet their children’s needs. The participants researched several resources—for example, books from discount stores, the library, and even developing curriculum from scratch because they felt that their children needed “different styles” of instructional methods.

Brown: “on curriculum and to this very day I have at least six sets of curriculums.

... you get more repetitiveness and just different styles. I do use curriculum but I use several different types.”

Black: “I use varying books. I don’t use one specific curriculum or anything. When I first started off I started getting books from Sam’s that covered language, arts, math, English, spelling and I would get different books because you know you can get, you can stick with one company but every subject won’t fit your kid.”

White: “Depending on your curriculum. For example, when I first started one of the things I always said, when I first started I did one curriculum across the board. I picked this, this, this, that...”

Gold: “law books also include books of what some would consider faith. They also include actual law books and dictionaries because those are the things that they need to know.”

Three participants indicated that not having prior teaching experience did not discourage them from pursuing their desire to homeschool their children.

This lack of experience motivated the participants to learn how to teach in a myriad of ways, such as: volunteering as a teacher at church, becoming an outside tutor, and accepting a job at a school park program.

Brown: “The only prior teacher education background is when I was in college, I used to tutor.”

Red: “I did the school park program to go and work at special education. I still continued with Springdale Elementary School, which was for disability.”

Orange: “I have worked in aftercare. I have been a substitute and I have worked with early child and development, so...kind of.”

In summary, the prior background of the respondents was the influence that encouraged them to continue their personal educational growth of educating their children. Their background also gave them more exposure in becoming the primary educator for their children.

Theme III: Connection and Disconnection

The second research sub-question is: how do the instructional styles African American homeschool parents identify with assist their teaching method? Two subthemes developed from the following responses: 1) self-evaluation and assessment and 2) barriers.

Self-evaluation and assessment

Eight participants expressed the instructional style he or she most connected with during the process of homeschooling. These emerging themes answered several major questions on how each homeschooler viewed themselves as an instructor or teacher. The

responses gave insight to how the participants teach their children at home. Moreover, two respondents said they have developed more of an active role in delivering content in the learning process by adopting the demonstrative instructional style in homeschooling.

Green: “I would say three, you said demonstrative.... Yes. that’s how I’ve been teaching from day one. I show my daughter and then she does it.”

Purple: I’d say demonstrative more so. I am very much so the type of teacher that shows and whatever the skill or process and allow my student to show me what they know.

Four of the participants reported that the instructional styles they connected with were both facilitative and demonstrative. The participants expressed how they presented an idea or thought to the student merely by providing very little instruction.

Yellow: “My style was facilitative. A little bit of demonstrative in there but primary facilitative. The key things were based on the child’s individual needs. Yeah, the whole reason why we’ve decided to do the homeschooling”

Blue: “I would say facilitator/ demonstrator. Facilitator because I just have to make sure he’s putting in the time, or they’re putting in the time. Demonstrator, if he’s not getting it, I have to show or demonstrate it and bring it home to him. That’s the main thing, I just basically got to oversee or facilitative to make sure she’s on there and doing it.”

Black: “My goal, particularly with my twelve-year-old is for her to be able to take the work, and I can give her an instruction, and I can help her when she needs it but for her to be a self-starter. But, I have two on the [autism] spectrum.

With the other two, I have to be hands-on, demonstrative, show them exactly...if you're a visual learner, you really need to be able to see all of this."

White: "I say primarily facilitate backed by demonstrative. When they're struggling, I'm there to assist, show, read instructions, provide insight, but typically it's not where, oh we give all the instructions first and then they go to work. They get it done. They're not waiting for me to say, 'You need to get this done'."

Two other participants expressed some very different responses to the process of instructing their children at home. Both participants mentioned they use all of the instructional styles depending on where their children are in the learning process:

Gold: "What I would say is all are used. It depends on the age of the offspring. It depends on what subject is being taught. It depends on the purpose and intent of what I want them to learn from that particular subject matter."

Brown: "I actually been all of those...I think any homeschool parent will find themselves operating in each other of those fields. As, the student progress, when you start off, I think you have to start off authoritative so that control with understanding... demonstrative is something that you will always have to do. Delegate. Yes. You will get to the point where the older children you will find yourself being the delegate mom. After they receive their demonstration, they must be more independent workers so that you can have time for the smaller children."

Barriers

Six participants expressed that there were many barriers discovered during the process of teaching and learning when providing homeschooling. Participants illustrated

that the homeschool parent organization provide them the ability to prepare to teach at home with time management, personal acceptance, and self-teaching.

Gold: “The only barrier would be time management, making sure to manage time correctly so, that all the experiences can be of our offspring, they’re able to have greater, enriched experience.”

White: “Still having time to conduct business outside of the home and still provide what’s needed inside the home.”

In responses to the disconnection that takes place during homeschooling, Participant Brown expressed feelings of being personally overwhelmed.

Brown: “I guess...I had to overcome the feeling of being overwhelmed. I was caught up with the discouragement, feeling that if what they were saying was true, it can give you some doubt especially it makes you see a lot of the things that are really not there. You start to wonder if you’re good enough., ‘Am I good enough to do this?’ I found out that you go through that your entire time until you see the success of your children.”

While Participant Brown felt that she was not capable of teaching her child at home, Participant Green expressed how her self-directedness manifested because of her lack of education.

Green: “I pretty much had to teach myself to be able to teach her. I had to YouTube a lot of stuff, how to use phonics [laugh]), proper grammar. It was a lot of barriers from my lack of education that I didn’t want her to struggle through.”

In addition to lack of education, Participant Blue noted that not being organized can cause stress in the process of teaching what information is needed to effectively provide the proper instruction to the child.

Blue: “It could be stressful if you are not organized. It could be stressful in regards to learning your child and how your child learning styles are and what’s best for your child. Once you learn the learning style of your child or what works for your child, the stress would be minimum. It’s a learning curve.”

Participant Red responded concerns and issues with the public-school district not allowing her child to participate in extracurricular activities as a barrier to the overall home education process.

Red: “Some of the schools did not want my child to participate in any extracurricular activities because I homeschooled her. So, I went outside of them, and went to the school board, and they had to let her in.”

Each one of the participants’ responses was unique; however, many of their views on how their obstacles disconnected them from homeschooling, but they managed to self-direct to get through the learning process of homeschooling. For example, two participants mentioned that time management was a major barrier. However, they could understand their challenges and self-evaluate the situation to provide a positive environment for teaching and learning at home. Other participants were aware of their challenges while learning how to teach and overcome the personal feeling of doubt. The personal feeling of doubt was a challenge throughout the whole process of homeschooling. One participant found that their personal barrier was that they had to

self-teach themselves in preparing to teach their daughter. This revelation was challenging and hard to accept due to the lack of their childhood education, and they did not want their child to develop learning problems in the future and face the same educational challenges.

All of the participants conveyed that homeschooling was very stressful. Therefore, homeschooling success is dependent on order and time management skills. Disorganization could lead to a feeling of being overwhelmed and a negative outcome during the process of homeschooling. The last sub-theme that emerged from this section was external disconnection. Some participants responded regarding the need for the child to remain engaged with the public school for non-academic activities. Another participant expressed that they had to go through some public-school avenues to have their children be included with activities that did not involve academic classwork. This participant felt the school was being punitive because of the parent's decision to homeschool their daughter.

In sum, self-labeling and educational barriers were things that the participants learned in the process of homeschooling. Some practices related to learning how to homeschool could only be revealed by going through the process. Homeschooling is a form of education that is learned by doing

Field Observation Discovery

Aforementioned, the researcher observed six out of 10 participants for approximately 20 minutes in gathering and developing things to teach their children in the preparation of homeschooling. During the observation process, two major themes emerged. The self-directed learning theory and the social learning theory were the themes

that were revealed with all of the participants. Two of the six participants acquired knowledge to teach their children in a very similar way. Two of the six participants developed material and epistemology methods independently. They also used distance learning and online education to enhance their learning process to teach themselves in the home to prepare to deliver information to their children. The other two participants procured knowledge in a very independent way.

Participant Brown gathered materials in a very independent way. They visited the library and found they could develop materials and explore information on methods of teaching. The atmosphere was very quiet and serene. There was very little verbal communication. During this observation, the participant began to develop an end-of-the-year exam by drawing from other exams that had been given. This technique was one that was self-taught through experience from previous years. After the observations, it was expressed to the researcher that the co-op and homeschool association parents share a lot of material; therefore, none of the preparation is difficult. Participant Brown mentioned that each lesson that is taught is gathered online and through the co-op group they unite with. The gathered materials are catered to the lesson, subject or learning that will be introduced to the child.

Participant Green demonstrated similar techniques in obtaining educational materials to teach at home. This observation took place at the participant's home—specifically, in their living room. The atmosphere was relaxed. It was a very informal setting much different than Participant Brown's observation setting. There was very little interaction with the researcher; however, the participant talked and explained every activity that was taking place. The researcher was given background information on the

activity being executed. Prior to the researcher's arrival, a drafted lesson plan was developed and somewhat ready to go. The lesson plan highlighted different instructional methods that could be used. Participant Green began with browsing the internet for material to teach from. While browsing the internet, there were several educational activities discovered to support the learning skill the parent wanted to introduce to their children. The participant compared the drafted lesson plan with information that was gained from browsing the internet and jotted the information down, especially when it could assist in the lessons that would be taught. This exercise was repeated until a complete lesson was established for the child's learning level and pattern.

The researcher was able to observe a group of the participants at one time interacting with the homeschool children. The observation was very different from the previous observations, in that the environment was busy and interactive. This observation took place in the afternoon during a homeschool co-op. There were announcements being given to the homeschool parents' participants, by the leader and children were moving through their different stations of learning. There was a lot of communication and collaboration among the research participants and other adults that were not a part of the research. However, during the observation there was no communication with the researcher. There was a total of five individuals in the group, and only three were participants in this study.

Participant Black, White, and Brown began their activity by discussing what and how they wanted to present a lesson to their children. Participant Brown was the parent that heads the learning group called Kids Club. In developing a lesson, the participants discussed what educational goals they were trying to accomplish during that lesson to get

their children prepared for the next academic school year. Participant Brown gave the group instructions on the specific lesson that they discussed earlier and what the lesson was designed to teach their children. Participant Brown had to provide clarification on the instructions given, after two of the participants asked questions. The participants were ready to begin the activity in which they had been instructed. They each took two plates and dried noodles to create a maraca. After they made the maraca, each of the participants offered some ideas on how the lesson could be taught. After listening to each other's ideas, the participants began collectively writing the lesson plan for the activity.

Summary

In summary, all of the participants' style of learning links the social learning theory and the kinetics learning development together. They differed in the approach and style in which they used to homeschool their children, but all the participants used a demonstrative, facilitative and/or both instructional styles when delivering their curriculum. The participants were either independent and/or dependent homeschoolers. This means that these homeschoolers used both forms of homeschool learning support. Interestingly, over half of the participants revealed that conversation and collaboration were important in the process of homeschooling. One participant expressed that learning independently is the educational approach that was chosen during the homeschool process. Of the six participants who adopted a process of learning, these respondents all experienced gaining knowledge in a social manner. These participants shared that they did not realize that learning socially involve one-on-one interaction which illustrates the characters of collaborative learning. Additionally, activities that the participants were engaging in outside of homeschooling were also a contributing factor of being connected

to resources and people that exhibited similar characteristics. Homeschool associations and co-ops contributed a large portion in the development of the methods that are adopted to present in homeschooling.

Interestingly, over half of the participants revealed that conversation and collaboration were important in the process of homeschooling. Online learning and group interaction were major factors in methods and practices used to prepare the parents to homeschool. Of the 10 participants, two participants expressed that they did not have any human connected resources that assisted in their ability to homeschool their children. However, the two participants did reveal that engaging in online or distance education enhanced their knowledge base to homeschool.

Regarding if social interactions were mentioned or not, there were some parallel responses expressed concerning the way the participants gained knowledge to homeschool. Noticeably all the parents had to seek outside collaborations and resources to be an effective homeschooler since only one participant had a direct experience and background in teacher education. Therefore, nine of the participants had to rely on others to make their learning processes simpler, while another participant believed that it was very important to get involved with a group or it was very important to interact with some other parents with similar values. Overwhelmingly, the participants expressed that when deciding to homeschool it takes planning, understanding, and resources.

This chapter of the study provided an analysis of the data. In addition, data from several research participants was shared. Lastly, chapter five summarizes the findings, conclusions, implications, and recommendations for further research.

Chapter Five

The purpose of this study was to identify how African American parents used the concepts of the Social Learning Theory to homeschool their children. Through a review of the relevant literature related to homeschooling, this study analyzed adult education, social learning, and the motivation of parents who are homeschooling their children.

The researcher conducted a qualitative study on 10 African-American parents in the state of Missouri who prepared themselves to educate their children at home. The interviews were audiotaped and transcribed. The researcher analyzed data collected through face-to-face in-depth interviews to address the following research questions for this study:

Research Question: What role does the Social Learning Theory play for African American parents who homeschool?

Sub-question:

1. What process and patterns do African American parents use to prepare to homeschool?
2. How do the instructional styles African American parents identify with provide training to learn?

Given the number of African American homeschool parents in this growing multicultural society and the scarcity of literature regarding the learning process, an exploration and description of the social and self-directed learning process was warranted. Based on the findings, the data revealed a more in-depth understanding of the concepts and elements that these parents faced as they attempted to gain access to materials, as well as the process of obtaining resources to homeschool their children.

This chapter concludes with a discussion of the findings in relation to the themes that emerged from the data collected, which is provided within the framework of the research questions. Finally, this chapter includes recommendations, with the conclusion of the researcher's findings, offers suggestions for future related research, and includes a dissemination of findings.

Discussion

The literature that was reviewed focused on the social learning theory and its correlation to learning. However, the literature was scarce in identifying the learning methods African American parents that homeschool their children can acquire through social learning. Some of the literature that was reviewed focused on the instructional styles of homeschool parents (Begum, 2014; McKeon, 2007). There has been little to no research completed regarding specifically how African American parents gather instructional materials in preparation to homeschool their children. Fundamentally, how African American parents prepare themselves to homeschool is a direct connection to how these parents learn socially and is a result of their instructional style (Begum, 2014; McKeon, 2007).

Therefore, the literature has concluded that African American homeschool parents' preparation has progressed due to the increasing social and distance learning materials available through online resources, co-ops, and homeschool associations. These avenues provide guidance and interaction that assist in the parents' self-learning process. Researchers assert that the social aspect of homeschool education for the parents is needed due to the learners gradually accumulating knowledge through a sort of informal apprenticeship as a direct result of being with people who are experts or those

who simply have more knowledge to provide materials and support in the adult learning process (Thomas, 2002).

The concept known as situated learning is not new to the process of self-learning (Guile and Young, 1998). For many of the reasons, fore mentioned, parents that practice similar educational exposure and values, are more likely to have a deeper understanding of home education with support and guidance from others. Knowles, (1989), Lave and Wenger, (1991), and Pask, (1976) are researchers that assert that adult learning takes place among people of all expertise and skill levels. For example, Lave and Wenger (1991) described how novices gradually acquire expert knowledge and skills, studying the process in detail for others that share the same educational value.

As an Adult learner and my reflection on Knowles adult learning tenets, I agree that adults acquire knowledge more effectively through social interaction and inquiry. Through these interactions and being in the presence of others, this is a way to gather information to assist you in providing materials that may be used later. In this study, African American homeschool parents adopted a method of learning through coming together with other parents to observe what is being covered during their monthly/weekly meetings or other gatherings. Sometimes parents would work together on projects to teach their children. These activities provided reinforcement of the learning environment. In sum, African American homeschool parents need to use some form of a structural parental social, non-structural parental social or self-directed inclusive learning process to educate their child. Researchers state that informal learning accrues from being in the presence of other learners as they perform unique activities. This type of learning is described as an informal cultural apprenticeship, mainly through directed

learning involvement (Rogoff, 1990). This direct learning method is in agreement with the constructs of situated learning and legitimate peripheral participation as a form of adult informal learning (Lave & Wenger, 1991).

Interpretation of Findings and Research Question Responses

Role of Social Learning Theory

The research question explored the role of the social learning theory in African American parents who homeschool. The theme of epistemological views emerged from the data, with the sub-themes highlighting the social learning and material centered learning. The data analysis concluded that learning socially differed slightly in all the respondents; however, some of the respondents also learned in a hands-on or visual manner. Moreover, the data analyzed that the participants who engaged themselves in learning with other parents were better connected with the homeschool group that support the social and learning process. Drolet (2012) suggested the homeschooler provide a natural environment so that learning could be encouraged through every day experiences, people, and venues. The author asserted that the effects of knowing are fostered through learning by example. Many of the participants did not have any formal training to homeschool, so they developed teaching processes through demonstration, collaboration, and situations of organized groups which were educated socially and self-directed. Another participant mentioned that learning occurred through spiritual revelations. These visual exposures also support the idea that knowledge can be discovered through supernatural sights or religions.

The element of learning through the presence of other homeschool parents was highlighted in each of the participants' stories based on their own learning experience.

This claim aligned itself with the idea that the participants in this study had learning experiences that happened through social interaction, hands-on experiences, and visualizing another person's example. Nine of 10 participants acquired knowledge to teach their children through direct social interaction with other homeschool parents. Therefore, these participants did not identify their learning with social learning; however, during their interviews, they revealed that they learned through situation, collaboration, conversation, and communities of practice. One participant mentioned that they developed the curriculum to teach mostly through online and distance education processes; however, revealed that learning with others is important in order to succeed in homeschooling. The finding of the other respondents was parallel to the current research that explains that social and adult learning can be manifested in most or all manners of knowing through informal, incidental, situational, or community of practice (Stein, 1998).

Process and Patterns Use by African American Parents Preparing to Homeschool

The first research sub-question addressed the emerging themes that were revealed from the interview question, and they provided coherent answers. Teaching and Learning Development was one theme that emerged. It had a sub-theme of peer and informal learning and teaching training and influence. One robust aspect as described by the participants was peer interaction and collaboration. Four participants mentioned that the success of homeschooling occurred through gaining access to some form of a home education group. The home education group provided teaching resources and personal education experiences that helped with their learning process. They typically sought out parent resources in the form of homeschool associations, co-

ops, educational trade shows, and professional development to enhance their knowledge of what should be taught to their children, which aided the homeschool parents in feeling comfortable.

The homeschool parents also visited and participated in activities that were non-academic to get a sense of what other elements of knowledge homeschoolers needed to acquire during the process of learning. The homeschool parents were self-motivated to learn what to teach through visits to public libraries, museums, and group lesson preparation. Knowles (1989) and Van Galen (1988) concur that one needs to be self-motivated to learn. Therefore, the homeschool parents use their social connections and professional academic resources to prepare them with the proper information that a child needs to obtain academic success. This finding supports Bandura theory, in which gathering knowledge through collaboration, interaction, conversation, and modeling is present in the learning process (Bandura 1977; 2006). Other researchers such as Reed (2010) discussed that social learning may take place in the absence of any planned participatory process; however, social learning occurs from peer-to-peer via social networks, but this process may be initiated by other non-participatory means. Also, the subtheme of distance learning noted that the homeschool parents sought out external resources by researching online curricula to guide them through the preparation process of learning to teach at home. This finding supported Knowles theory that adult learning occurs when a person moves from being a dependent personality toward being a self-directed human being (Clark, 1995; Green, 2010; Knowles, 1980; Pappas, 2013). The participants felt that through online programs, learning can be obtained at the parents own pace including the religious and spiritual aspects of learning. The distance learning aspect

of the adult learning process for this study did not fully support that of the social learning theory. However, it reflected that parents used outside resources through an adult learning model to prepare themselves to educate at home. In other words, homeschool parents not only bring their life and naturalistic experience to the culture of home education, they also use their self-determination to allow them to conduct research and know what resources are needed to deliver educational material to their children at home.

In addition, experienced homeschool parents can help with materials, support, guidance, and mentorship of the growing group of new African-American home educators. There was a final sub-theme that emerged from the interviews with each participant, which was related to teaching and learning about development and influence. Four participants were guided to adjust the way they taught their children to provide the adequate amount of information for learning. The participants also noted that each of homeschool child had different styles; therefore, the homeschool parent had to adapt and learn what their child's needs were. One participant stated, "I use varying books. I don't use one specific curriculum or anything. When I first started off I started getting books from Sam's Club that covered language, arts, math, English, spelling and I would get different books because you know you can get, stick with one company but every subject won't fit your child. I also teach my child life skills and introduce them to current events, field trips and things that I learned from my homeschool group and other parent organizations." The alteration of what educational material is delivered to their children notes that adjusts and modification must be made include during the home education process because various materials and resource guides the structure in which parents teach.

This finding supported the narrative of Marsick and Watkins (2001) that social settings tend to view the learning process as very viable and highly influential of what is learned. In addition to Marsick and Watkins (2001), the literature provided from Johnson (2011) also supported this finding in how life experiences provide a foundation of one's learning environment. These findings validated that homeschool parents use a network of materials, resources, and everyday occurrences to provide rich instruction. Adult learning in a homeschool community also revealed that these findings involved acquiring knowledge from every naturalistic or informal experience, as well as an incidental or systematic educational process. In this research, homeschool parents who were involved in networking and being socially engaged with others illustrated learning via a specific set collaboration. Some participants used the model of alliance acquisition; on the other hand, some participants did not.

Instructional Styles and Teaching Methods

Connection and disconnection emerged as a fundamental theme when addressing the second research sub-question. The sub-themes identified as connection were: self-evaluation and assessment and a disconnection from educational barriers. The literature showed that homeschoolers self-assess themselves with specific instructional styles (Begum, 2014; McKeon, 2007); however, in this study, the findings revealed that every instructional style that was pre-established was not always what was delivered or evident in how each parent taught their children at home. The literature noted minimal or scant evidence of the instructional style that a homeschooler displays during the homeschool process. Furthermore, homeschool instructional styles ranged from parents who are more student-centered focused to those parents that are more teacher-centered focus depending

on the level of the child. The participants described their instructional styles as the connection that allowed them to teach their children during the process of homeschooling. The participants were asked during the interview what instructional they associated themselves with: authoritative, demonstrative, facilitative and/ or delegative. Two participants were eager to share that they associated their instructional style with that of demonstrative. One participant stated, "I'd say demonstrative more so. I am very much the type of teacher that shows whatever the skill or process is and then I allow my child to show me what she knows."

Another participant stated, "I would say I am a demonstrative learner... Yes. that's how I've been teaching from day one. I show my daughter and then she does it." The participants voiced their connection to the styles of teaching that shaped how they have acquired the approach to homeschool their children. McKeon (2007) supports the concept of demonstrative learners are more likely to utilize a demonstrative teaching style.

There was a limited selection of published articles about homeschool education as it connects the instructional style that adults practice for adequate self-directed learning to take place; therefore, this educational matter has not been successfully met or articulated. Several scholars believed that learning is presented in innumerable ways. For instance, motivated groups collectively share information to become more prepared for the task at hand. Therefore, homeschool parents are partly driven by motivation to self-teach though socialization. Thus, learning is not a job for them; it is a process that prepares them for educating their children.

Overall participants' strategies, processes, collaboration, assessments, and assumptions were relatively consistent. Many of the participants perceived adult and social learning as an intricate part of homeschool education. These parents faced a tremendous task in their attempt to gain the needed knowledge to deliver to their children, so they could aid their children's ability for academic success. The literature provided a reference guide on how the social interaction standpoint was necessary for home education success.

Conclusion

In sum, the social learning theory coupled with the adult learning theory were useful concepts in filtering out these cognitive processes of homeschooling. All four social learning theory tenets supported this study: attention, retention, reproduction, and motivation. This study of African American homeschoolers conveyed an in-depth view of how and what they reproduced during the preparation process of educating. All the participants in some manner or another displayed this social interaction. In addition, self-directedness was also evident through the process of their motivation to homeschool due to the demonstration of the learned behavior or process during everyday life occurrences such as going to the library, park, or the museum. Schunk (2012) concurred that learning occurs through interaction in the social environment such as observing others' behaviors, attitudes, and outcomes. Essentially, the social learning theory and alternative learning theory could prove useful in revealing the ways potential homeschool parents obtain information to teach.

This research study contributed to the current body of literature by informing other researchers about these African American homeschoolers and their learning and

instruction preparation experiences. In qualitative research, stories drawn from the research population will not only shed light on the social structure but also extend and connect the shared and common understanding of teaching and learning (Lichtman, 2013; Loyd, 2015; Merriam, 2002; 2009). The experiences of research participants can influence educational modification to be changed in a meaningful manner. This would provide a tremendous impact for African American parents that chose to locate, develop, and prepare themselves to educate their children at home. With this wealth of information, homeschooler experiences will become a new way to idea acquire knowledge. Furthermore, there should be more seamless guidance provided to the early-stage home educator on materials and groups that will assist in their epistemological aspect of learning. While each of the potential participants gathered information to prepare to homeschool, some still obtained their materials independently at some point.

The participants who used some form of a social learning interaction model seemed to have an easier time gaining materials and resources to teach their children, in comparison to the participants that used an independent approach. Reviewing the manner that the social learner obtained material, coupled with the way the participants identified their instructional style, provided a clearer picture of how adults learn to prepare for teaching. Moreover, adult and social learning may be the key to how homeschoolers access the needed material and the proper delivery of material to present to their children at home.

This study identified a gap in the literature relating to how homeschooling parents prepare to educate in addition to the instructional styles that they associated with. Particularly, this study represents one of the first dissertations to focus on how African

American parents teach and the African American parents' assessment of their abilities to homeschool. Thus, this study investigates the way that African American parents deal with the issue of teaching themselves.

Recommendations

A myriad of people may question what process and patterns African American parents use to prepare to homeschool as well as how social learning engagement is important. Therefore, this population provides a more in-depth understanding of what resources African American homeschoolers use and how they learn to use those resources. Thus, recommendations are provided from these experiences.

There ought to be some early stage educational resource guides provided in the hospital, medical facility or pediatricians' offices to new parents after a child is born. This would supply parents with educational options to introduce or provide to their children. After a parent selects home schooling as an educational option and become involved in providing education at home to their children, there should be a systematic approach that require the parent to submit Certified Professional Education (CPE) hours annually to an alternative education governing body, such as a homeschool association or umbrella school, if applicable. This educational component may ensure the homeschool parent is engaging with others and gaining materials to be a productive home educator. Professional development is required and necessary for most fields of education, homeschool education should be no different. Most parents self-engage in centralized home education resources; however, some are merely using the internet to search topics and educational material.

Professional development would provide parents with a network of other homeschool parents and practitioner with new approaches to education and a support system to learn to teach. Therefore, new homeschool parents should first evaluate the type of learner they are educating versus the type of learning they identify with. In this evaluation process, the homeschool parent should also research not only home education professional resource, but any educational resources that will allow self- engagement and a supportive system that will assist in learning with others. This form of self-directed inquiry will assist with gaining access to collaborate, communicate, and allow relationships to be fostered with other home educators. This lack of socialization leaves a gap in developing a relationship with others that have similar educational and personal values. As the home educator matures, then they will learn how to connect their learning pattern with their children's strengths. This is an opportune time for homeschool parents to swap material and share their stories as encouragement. Consequently, in efforts to improve homeschool education, there should be some best practice that should be shared among any organized group. These groups should comprise of the communities' advocates, self-directed parents, and religious organizations. For cohesiveness to occur among all parents, there should be use a rubric to assist the homeschooler with learning material.

The purpose of this study was to identify how African American parents use the concepts of the social learning theory to homeschool their children. The self-assessment of the instructional style provided a road map for which homeschool parents were labeled. The analysis of the data generated revealed that the social learning theory relates homeschool educators to material, people, and resources through a collaborative and

situated effort. It also uncovered that homeschool parents do not associate themselves with the same instructional style that they actual deliver to their children. Finally, homeschool parents must take a more active role in being connected to the community of people that can offer them assistance and guidance.

This dissertation addressed the significance of socially interacting and of self-directing learning with African American home educators. Thus, the findings will assist not only African American home educators in eliminating the idea of isolation, but will also be an example to other marginalized populations that want to provide homeschooling for their children.

Future Research and Dissemination

There are three questions outlined below that could be researched and studied in the future. The effectiveness of African American parents homeschooling preparedness in the success of academically advance students. Investigate if African American parents' decision to homeschool is due to the perception that the public-school systems' rate of graduation is declining or if the loss of public school accreditation plays a role in their decision process. Explore if African American parents are as academically prepared as their white counterparts based on the children's scholastic attainment.

These research findings could be presented at informal learning communities, adult and continuing education programs, homeschool conferences, workshops, and seminars with a conscious effort to encourage social adult learning for home educators. This study will be available through the University of Missouri - St. Louis database.

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Appendix A

Proposed Interview Questions:

NOTE: *Probing questions were used throughout the interview(s) to gain a more comprehensive description of participant's experiences.*

1. Were there any events or person(s) that affected the decision to homeschool?
2. What influenced you to homeschool?
3. What or who encouraged/ discouraged you to homeschool?
4. How did you find out about homeschooling?
5. Have you encountered any barriers?
6. Have you encountered any benefits?
7. Were there resources that assisted you to homeschool your child?
8. What activities do you engage in outside of homeschooling?
9. Do you ever feel overwhelmed?
10. Do you belong to a homeschool association or independent homeschool?
11. What homeschool association do you belong to?
12. Do you have any prior teacher education background?
13. Did you receive in any training to teach at home? What kind?
14. Do you feel comfortable with homeschooling?

15. Do you use specific training tools, materials, and programs that can assist beginners to homeschool?
16. Do you have any recommendations for a person that might assist them to begin teaching their children at home?
17. What other things would you like to share with me about the homeschooling experience?
18. What instructional styles do you associate yourself with?
19. How do you learn?

Appendix B

I would like to thank you for participating in my research on parents that homeschool. Your participation will assist parents who are seeking information with tools needed to begin to homeschool. These questions will be used to report in my study of the type of individuals who are homeschooling along with some basic demographical information.

Demographic Information Form

1. What color would you like for me to use as your Participant's Pseudonym:
2. What is your ethnicity?
3. How many years have you homeschooled?
4. Are you currently a homeschool parent?
5. Do you teach all subjects?
6. Please indicate your reasons for homeschooling (choose all that apply)
 Socialization
 Unique family needs (i.e. medical, learning disability, occupation)
 Academic reason (provide better education)
 efficacy (i.e. personalized curriculum)
7. What sources of homeschool are you involved in?
8. What is your level of education?
 High school Diploma
 How many years attended college
 Completed College

Appendix C



College of Education

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Informed Consent for Participation in Research Activities How African American Parents Prepare to Homeschool Their Children

Participant _____ HSC Approval Number _____

Principal Investigator __Riquita M. Henry_____ PI's Phone Number 618-558-0968

Why am I being asked to participate?

1. You are invited to participate in a research study conducted by Riquita M. Henry at the University of Missouri-St. Louis and sponsored by her advisor, Dr. Matthew Davis. The purpose of the study to identify the techniques and methods parents use to homeschool and how they are connected to the social learning theory.
2. Your participation will involve participating in a one on one interview that will take place at a location that will be determined by the researcher and participant. Approximately 5 to 8 homeschool parents will be asked what techniques and methods that are use when educating their children at home and how learning socially is related.

The interview will take approximately one hour and will be audio recorded for later transcription and analyzing of the data that will be provide from the participants. Each participating will receive a \$10.00 gift card to Walmart for their time.

3. There are no risks and discomforts associated with this research.
4. There is no initial benefit for participating in this study. However, in participating, you will contribute vastly to the body of knowledge as it relates to homeschooling, andragogy, and the social learning theory. In addition, society will benefit from this academic investigation by providing other scholars with the framework of exploring the principle that is needed to educate children at home.
5. Your participation is strictly voluntary. If you choose to participate in this study, you may withdraw at any time without consequences of any kind. You also may refuse to answer any questions you do not want to answer and still remain in the study. The investigator may withdraw you from this research if circumstances arise which warrant doing so
6. By agreeing to participate, you understand that the data and findings may be shared with other researcher and educators for informational purposes only. In all cases, your identity

will not be revealed. You will be informed of any significant new findings (either good or bad), such as changes in the risks or benefits resulting from participation in the research, or new alternatives to participation that may cause you to change your mind about continuing in the study. In rare instances, a researcher's study must undergo an audit or program evaluation by an oversight agency (such as the Office of Human Research Protection). If new information is provided to you, your consent to continue to participate in this study will be re-obtained. All collected data will be stored on a password-protected computer in a locked office.

7. If you have any questions about your rights as a research subject, you may call the Investigator, Riquita M. Henry at (618)558-0968 or rikkihenry@hotmail.com or Dr. Matthew Davis at davismat@umsl.edu. You may also ask any questions or state concerns regarding your rights as a research participant to the Office of Research Administration, at (314) 516-5897.

I have read the above statement and have been able to express my concerns, to which the investigator has responded satisfactorily. I believe I understand the purpose of the study, as well as the potential benefits and risks that are involved. I authorize the use of my PHI and give my permission to participate in the research described above.

All signature dates must match. Use signatures as appropriate.

Participant's Signature Date

Participant's Printed Name

Investigator or Designee Signature Date

Investigator or Designee Printed Name

