

บทความวิจัย (Research articles)

**ความเข้าใจในเหตุผลของผู้ปกครองในการจัดการเรียนรู้แบบบ้านเรียน:
การทบทวนวรรณกรรมอย่างเป็นระบบ**
Understanding Why Parents Homeschool: A Systematic Review

ศุภกิจ บุญเอกพัฒน์^{1*}, ภัทรียา กิจเจริญ²
Supakit Boonanegpat^{1*}, Pateeya Kitcharoen²

¹ ศูนย์ความเป็นเลิศด้านการศึกษาวิทยาศาสตร์สุขภาพ คณะแพทยศาสตร์ศิริราชพยาบาล มหาวิทยาลัยมหิดล

Siriraj Health Science Education Excellence Center, Faculty of Medicine Siriraj Hospital, Mahidol University

² ภาควิชาสังคมและสุขภาพ คณะสังคมศาสตร์และมนุษยศาสตร์ มหาวิทยาลัยมหิดล

Department of Society and Health, Faculty of Social Sciences and Humanities, Mahidol University

* ผู้ประพันธ์บรรณกิจ (Corresponding author): ศุภกิจ บุญเอกพัฒน์ (Supakit Boonanegpat)

E-mail: champ.supakit@gmail.com

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บทคัดย่อ

แนวปฏิบัติในการจัดการเรียนรู้แบบบ้านเรียน (Homeschooling) นั้นพบบทบาทของผู้ปกครองอย่างมาก โดยผู้ปกครองมักเป็นผู้อำนวยความสะดวกหรือบางครั้งอาจเป็นเพียงบุคคลเดียวที่มีบทบาทในการจัดการศึกษาให้กับบุตรหลาน อย่างไรก็ตาม งานทบทวนวรรณกรรมที่ครอบคลุมและสังเคราะห์บทบาทของผู้ปกครองในการจัดการเรียนรู้แบบบ้านเรียนยังมีอยู่อย่างจำกัด งานวิจัยฉบับนี้จึงมีวัตถุประสงค์เพื่อเติมเต็มช่องว่างดังกล่าว ผ่านการทบทวนวรรณกรรมอย่างเป็นระบบ (Systematic review) โดยมุ่งเน้นไปที่การรวบรวมและวิเคราะห์งานวิจัยเชิงประจักษ์ที่กล่าวถึงการมีส่วนร่วมของผู้ปกครองในบริบทของบ้านเรียน โดยตั้งคำถามหลักในการศึกษาไว้ว่า “เหตุผลใดที่ทำให้ผู้ปกครองมีส่วนร่วมในการจัดการเรียนรู้แบบบ้านเรียนให้กับบุตรหลาน?” งานวิจัยได้ดำเนินการสืบค้นวรรณกรรมจากฐานข้อมูลออนไลน์สามแหล่ง โดยใช้คำค้นที่เกี่ยวข้องก่อนจะคัดกรองอย่างละเอียดเพื่อให้ได้งานศึกษาที่มีความเกี่ยวข้องอย่างแท้จริง ผลจากการทบทวนวรรณกรรมอย่างเป็นระบบพบว่า เหตุผลของผู้ปกครองในการมีส่วนร่วมในการเรียนรู้ของบุตรหลานแบ่งออกได้เป็นสองช่วงเวลาหลัก ได้แก่ ช่วงเริ่มต้นที่ตัดสินใจจัดการเรียนรู้แบบบ้านเรียน และช่วงของประสบการณ์ที่ผู้ปกครองมีต่อกระบวนการบ้านเรียนในระยะยาว แต่ละช่วงประกอบด้วยปัจจัยย่อยที่สะท้อนเหตุผลต่าง ๆ ในการมีส่วนร่วมของผู้ปกครอง ซึ่งแสดงให้เห็นถึงมิติที่หลากหลายของแรงจูงใจและบทบาทในบริบทบ้านเรียน

คำสำคัญ: การมีส่วนร่วมของผู้ปกครอง, บ้านเรียน, ทบทวนวรรณกรรม

Abstract

Homeschooling practice relies heavily on the involvement of parents. Parents are the main, and sometimes, the only facilitators of the child's education. There is a relative lack of systematic review articles covering and synthesizing parental involvement in children's homeschooling. To address this gap, this paper, as a systematic review, aims to identify and synthesize the empirical studies that are concerned with parental involvement in children's homeschooling. It is dedicated to answering the question: "What are the parents' reasons of involvement in children's homeschooling?" Literature was retrieved from three online databases through an intensive search of related terms which then underwent a thorough selection process to only include relevant studies for the review. The results from the systematic reviews indicate that parents' reasons for involvement in their children's homeschooling emerge during two distinct periods: the initial decision to homeschool and the ongoing experiences of parents throughout the homeschooling process. Each period encompasses elements which explain the parents' reasons for involvement in the children's education. These elements reflect different dimensions of involvement in the homeschooling setting.

Keywords: Parental Involvement, Homeschooling, Systematic Review

Introduction

The term "parental involvement" encompasses both parents' reasons to become involved in their child's education, as well as the form this involvement takes. To provide a relevant understanding and overview of parental involvement, this section introduces and briefly explains Hoover-Dempsey & Sandler's (1995) parental involvement model since it can be considered as the most widely accepted and cited parental involvement model. Before this model was introduced, earlier evidence had shown that parents' involvement has an impact on children's learning. Many studies offered different statements and assumptions about children's learning success based on empirical studies involving specific indicators and variables of parental involvement. However, past publications have generally employed a non-theoretical approach to their studies, focusing more on practical insights (Chavkin, 1993; Eccles et al., 1993; Eccles & Harold, 1993; Epstein, 1989, 1991, 1996; Hess & Holloway, 1984; Hobbs et al., 1984). The studies rely on behavioral factors which lead to different effects. Parental involvement (often examined through sociodemographic variables, or other dynamic variables, such as parents' attitude) has been reported to correlate with student educational outcomes. Parental involvement was treated as a single variable rather than a compiled construct or a theoretical model. These studies have thus glossed over

two questions: Firstly, why do parents become involved in their children’s education? Secondly, how does parental involvement lead to positive effects on children’s educational outcomes?” (Hoover-Dempsey & Sandler, 1995, p.311).

Hoover-Dempsey and Sandler’s (1995) parental involvement model is commonly cited and widely employed as a theoretical model used to study parental involvement in different contexts. Whereas earlier studies suggest many variables which affect parents’ decisions to become involved in children education. Such as income level, and marital status (Lareau, 1989), Hoover-Dempsey and Sandler (1995) stated that these variables are rather unimportant, and they do not answer the above questions. In addition, suggestions were made that there are three main constructs which explain parental involvement in the child’s education, namely “(a) their personal construction of the parental role; (b) their personal sense of efficacy for helping children succeed in school; and (c) their reaction to the opportunities and demand characteristic presented by both their children and their children’s schools.” (Hoover-Dempsey & Sandler, 1995, p. 313).

Homeschooling, on the other hand, relies heavily on parental involvement. Homeschooling parents are oftentimes the facilitators of the child’s education. In discussing differences between homeschooling parents and traditional schooling parents, Green (2005) found that both groups of parents are generally motivated by their children’s (?) psychological needs and confidence in education to become involved in their children’s education. However, homeschooling parents exhibit a strong sense of belief in their personal values, including their household issues, and religious values. The homeschooling parents, as they decided to become involved, had a clear idea of what an ideal education should be like, including the appropriateness of education, pedagogy, and its teaching practices which their child should receive. Homeschooling parents becoming involved in the child’s education is characterized by a strong intention and ideology, more so than parents choosing traditional schooling.

Many researchers in the field of education or psychology have suggested that there is a significant relationship between parental involvement and children’s homeschooling (e.g. Gardner, 1991; Murray, 1996; Boulter, 1999). However, there is a lack of academic reviews that synthesize parental involvement in children’s homeschooling-particularly those that explain why parents choose to homeschool and how their reasons for doing so evolve over time. This lack of systematic synthesis limits our understanding of broader patterns, motivations, and the implications of parental involvement in the homeschooling context. Therefore, to address the mentioned gap of knowledge, this paper provides a systematic review that addresses the question of: parents’ reasons for involvement in children’s homeschooling.

It is important to note while interest in homeschooling has surged-particularly following the COVID-19 pandemic-recent studies (post-2017) have primarily focused on learning outcomes, instructional methods, and the challenges of digital transition (e.g., Wearne, 2021; Girard & Prado, 2022). Only a few recent studies have examined why and how parents assume their roles in children’s homeschooling. However, these studies have mostly addressed general motivations for choosing homeschooling (Green-Hennessy & Mariotti, 2023). While related, general motivations and reasons for parental involvement-as conceptualized by Hoover-Dempsey and Sandler (1995) are theoretically distinct.

Hence, this study aims to systematically investigate the reasons for parental involvement in children’s homeschooling by reviewing empirical studies that focus on both the initial decision to homeschool and the ongoing experiences and motivations related to facilitating the child’s education.

Methodology

1. Method

Following Aromataris and Pearson’s (2014) systematic review guideline, this paper proceeds along the following steps: (a) an articulation of the review question and inclusion criteria, (b) a comprehensive search for studies, (c) study selection and critical appraisal, (d) data extraction and synthesis, and (e) interpretation of findings and recommendations. The introduction of this paper partially documented the first step. It articulates the body of knowledge of the subject, identifies the gap of knowledge, and addresses the gap with a review question.

1.1 Inclusion criteria

In order to ensure the relevance of all included publications to the predetermined review question of this paper, some inclusion criteria were set: (a) the objectives of the captured study are linked to understanding the behaviors or perceptions of parents with regard to their involvement or reasons of involvement with the child’s homeschooling, (b) each paper presents original research that is published in peer-reviewed journals as research articles, (c) qualitative studies or quantitative studies are both applicable, (d) the participants or samples of the studies are parents, who may or may not be the children’s biological parents, (e) no restriction on the publishing year of the paper, and (f) no restriction on the geographical setting of the research.

1.2 Exclusion criteria

Papers with titles or abstracts showing no relevancy or relationships to the review question are excluded.

2. Literature selection

To obtain the required literatures to conduct a systematic review, a series of searches were carried out through different online databases, including: EBSCOhost, Emerald Insight, and JSTOR. The searches were done with the preassigned search terms: “parental involvement in homeschool children”, “parental involvement in homeschooling”, and “parent’s reasons in homeschooling”. The searches were not restricted by any range of publishing years. This strategy allowed the researcher to retrieve qualitative and quantitative studies that are peer-reviewed and published in academic journals. Nonempirical articles, unpublished studies, or grey literature were considered ineligible and removed from the pool. The PRISMA flow diagram in figure 1 illustrates the literature selection process.

3. Critical appraisal

To reduce bias and increase the validity of this study, this systematic review underwent the critical appraisal steps. After the review question was established and understood by both authors, the first author made the initial search through the preassigned online databases.

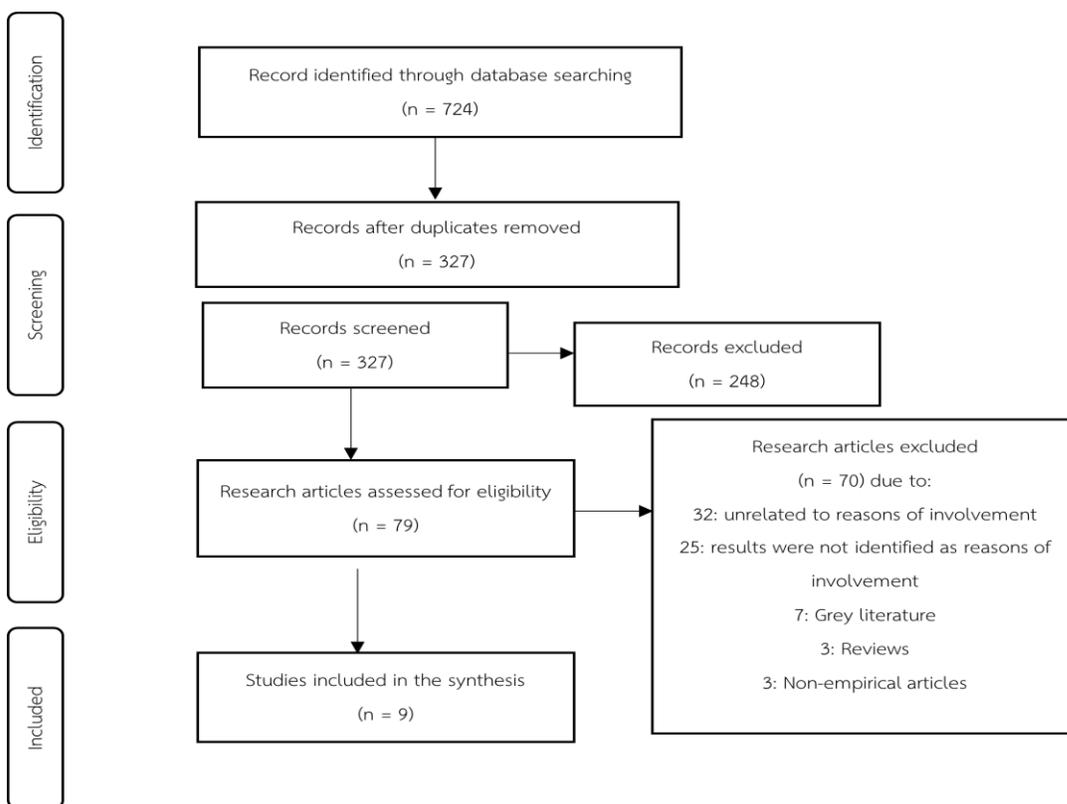


Figure 1 PRISMA flow diagram of literatures selection

Following the use of the predetermined search terms in multiple databases, 327 papers were included in the screening process. Both authors then individually assessed all the papers towards their eligibility. Each author independently compiled a selection list which was subsequently compared. Papers appearing on both lists were included. Disagreements on specific items were discussed and resolved collaboratively. Ultimately, both authors agreed upon nine papers which strongly matched the inclusion criteria and responded directly to the review question. Out of the nine papers, four are quantitative studies, three are qualitative studies, and two of them employ mixed-methods research. All of the selected papers are original research articles aiming to examine parents' reasons of involvement in their children's homeschooling.

4. Data extraction and synthesis

According to Hoover-Dempsey and Sandler (1995) parental involvement encompasses the whole experience of involvement in a child's education, including, the decision to become involved, the involvement strategy, and children's educational outcomes. Consequently, this paper reports its synthesized data through the two categories which are (a) the initial decision to become involved, and (b) the experience of involvement. Table 1 presents the organized results from the synthesized data.

Table 1 Parents' reasons of involvement in children's homeschooling

Research Method	Reasons from the initial decision to become involved	Reasons from the experiences of involvement
Quantitative	Educational philosophy ¹ Special needs for the child ¹ School climate ¹ Family lifestyle and parenting philosophy ¹ Religious and ethical reason ¹ Sense of efficacy ² Objection to traditional schooling ³ Character development ³ Religious reasons ³ Religious education ⁶ Better learning environment ⁶ Better education ⁶ More extracurricular opportunities ⁶	
Qualitative		Parents know best ⁷ Isolation ⁷ Challenges ⁷ Family roles ⁷

Research Method	Reasons from the initial decision to become involved	Reasons from the experiences of involvement
		Best for the children ⁸ Personalization and customization ⁸ Parents mutual agreement ⁸ Sense of family ⁹ Child-center ⁹ Responsibility, choice and control ⁹ Development of self-awareness ⁹ Change in lifestyle ⁹ Living in the present ⁹ Slower pace of life ⁹ Rectification of past experience in school ⁹
Mixed-method	Attitude towards homeschooling ⁴ Impact on the child ⁴ Social driver ⁵ Economic Driver ⁵ Technological driver ⁵	

Note. ¹ = Lange & Liu (1999); ² = Green & Hoover-Dempsey (2007); ³ = Montes (2006); ⁴ = Guterman & Neuman (2017); ⁵ = Kim-soon et al. (2015); ⁶ = Wearne (2016) ⁷ = Jolly et al. (2013); ⁸ = Hurlbutt (2011); ⁹ = Neuman & Guterman (2017).

Results

The collected studies indicate that Hoover-Dempsey and Sandler's (1995) parental involvement model remains applicable for explaining the phenomenon within a homeschool setting. Parents' reasons of becoming involved derives from two different periods of involvement: (a) the initial decision to become involved (Lange & Liu, 1999; Green-Hoover-Dempsey, 2007; Montes, 2006; Guterman & Neuman, 2017; Kim-soon et al., 2015; Wearne, 2016), and (b) the ongoing experience of involvement (Jolly et al, 2013; Hurlbutt, 2011; Neuman & Guterman, 2017).

1. Reasons from initial decision to become involved

Parents identify rationales that affirm the relevance and necessity of their decision to homeschool their children. Past studies have shown that these rationales take the form of convincing reasons emerging prior to the decision to becoming involved. These studies were done through an adoption of variables from the first two levels of Hoover-Dempsey and Sandler's (1995) parental involvement model: parental involvement decision, and forms of parents' involvement. However, findings from this initial decision-making period remain relatively underexplored. Parents' reasons for becoming involved in their children's homeschooling during the initial decision phase are the following: educational philosophy,

special needs for the child, family lifestyle and parenting philosophy, religious and ethical reason (Lange & Liu, 1999); sense of efficacy (Green & Hoover-Dempsey, 2007); objection to traditional schooling, character development, religious reasons (Montes, 2006); religious education, better learning environment, better education, more extracurricular opportunities (Wearne, 2016); attitude towards homeschooling, impact on the child (Guterman & Neuman, 2017); social, economic, and technological drivers (Kim-soon et al., 2015).

To briefly illustrate the comprehensiveness of the themes grouped under the reasons from the initial decision to become involved, here are some elaborations of the themes mentioned above: Lange and Liu (1999) cited that parents' personal parenting philosophy shaped what they believed their children's education should entail, and in many cases, they found that the educational philosophy of traditional schools contradicted their own values. These negative perceptions often coexisted with *religious and ethical reasons*, particularly among parents who wanted their children to adhere to a specific set of beliefs or principles. Wearne (2016), on the other hand, provided insights into parents' decisions to homeschool based on the desire for a better learning environment-often defined by values such as hands-on learning, flexible pacing, and individualized instruction, which they felt were lacking in conventional schooling. Similarly, Montes (2006) noted that parental objections were not only rooted in curriculum concerns but also reflected broader philosophical opposition to the prevailing values of the school system. Guterman and Neuman (2017) also highlighted how parents valued the homeschooling setting for fostering stronger parent-child bonds and supporting a more holistic approach to child development.

The initial decision to become involved in the child's education originates from the parents' perceived need to homeschool their children. Studies on this topic either employ quantitative methods or mixed methods, replicating or adopting of Walker et al.'s (2005) *Parental Involvement Model Revision: through Scale Development* through the use of dependent variable. It is a widely accepted and cited quantitative construct of parental involvement. Hence, the mentioned model was also grounded upon the first two levels of Hoover-Dempsey and Sandler's (1995) theoretical model. Since the scale was developed in a traditional schooling context, the questions used in homeschooling research were likely adapted to fit that setting. Therefore, the results are presented using wordings different from Walker et al.'s (2005) original construct. This methodological adaptation is noteworthy, as it may reflect limitations inherent in the existing literature. Table 2 presents the corresponding findings from the reviewed studies as they are categorized by Walker et al.'s (2005) constructs.

Table 2 Findings from the reviewed studies that correspond with Walker et al.'s (2005) construct

Walker et al.'s (2005) constructs	Corresponding findings from the reviewed studies
Parental role construction for involvement in children's education	Family lifestyle and parenting philosophy ¹ Character development ³
Parental self-efficacy for helping the child succeed in school	Educational philosophy ¹ Objection to traditional schooling ³ Better learning environment ⁶ Better education ⁶ Impact on the child ⁴ Economic Driver ⁵
Parent's perception of specific invitation for involvement from the child	Special needs for the child ¹ More extracurricular opportunities ⁶
Parent's perceived life context	School climate ¹ Religious and ethical reason ¹ Religious education ⁶ Religious reasons ³ Attitude towards homeschooling ⁴ Social driver ⁵ Technological driver ⁵

Note. ¹ = Lange & Liu (1999); ² = Green & Hoover-Dempsey (2007); ³ = Montes (2006); ⁴ = Guterman & Neuman (2017); ⁵ = Kim-soon et al. (2015); ⁶ = Wearne (2016) ⁷ = Jolly et al. (2013); ⁸ = Hurlbutt (2011); ⁹ = Neuman & Guterman (2017).

Parental role construction for involvement in children's education is defined "parents' beliefs about what they should do in relation to the child's education" (Walker et al., 2005, p. 89). The corresponding findings such as family life style and parenting philosophy (Lange & Liu, 1999), and character development (Montes, 2006) indicate that parents hold their personal beliefs that could dictate the child's character development, or shape the learning environment that fit with the family lifestyle.

Parental self-efficacy for helping the child succeed in school refers to parent's "beliefs in one's capability to act in ways that will produce desired outcomes" (Walker et al., 2005, p.93). Self-efficacy is not self-confidence, power of will, nor sense of determination, but a strong and precise set of beliefs that a parent upholds towards the child's education. For example, educational philosophy (Lange & Liu, 1999); objection to traditional schooling (Montes, 2006); better learning environment, better education (Wearne, 2016); impact on the child (Guterman & Neuman, 2017); or economic driver (Kim-soon et al., 2015). These "beliefs", according to Hoover-Dempsey (1995), show that parents believe in their educational ideologies as a knowledge capacity.

Parents' perceptions of specific invitations for involvement from the child can be defined as how a child encourages parents to become involved in the education. Hence, parents perceive the encouragement as an invitation to become involved (Walker et al., 2005). Findings within this category illustrate parents' perceived responsibilities. For example, involvement may be prompted by the child's special needs (Lange & Liu, 1999), or by opportunities for more extracurricular activities (Wearne, 2016).

According to Walker et al. (2005) parents' perceived life context refers to the broader circumstances of their lives shaped by their forms of involvement, motivational beliefs and perceptions of invitations from others. This construct is a fundamental variable influencing their decision to become involved. In particular, religious reasons appear to play a major role as shown in many studies, citing, religious and ethical reasons (Lange & Liu, 1999), religious education (Wearne, 2016), and religious reasons (Green & Hoover-Dempsey, 2007). The life context also encompasses external influences such as, school climate (Lange & Liu, 1999), social drivers, and technological drivers (Kim-soon et al., 2015).

2. Reasons from the experience of involvement

Apart from the initial decision of becoming involved in children's homeschooling, the involvement experience itself also shapes the parent's reasons for involvement. According to Hoover-Dempsey and Sandler (1995), parental involvement also covers the experience of being involved, such as, forms of involvement, mechanisms of involvement, tempering/mediating variables and the child's educational outcomes. The following reasons of involvement were reported in the captured studies which looked at the entire parental involvement experience: parents know best, isolation, challenges, family roles (Jolly et al., 2013); best for children, personalization and customization, parents mutual agreement (Hurlbutt, 2011); sense of family, child-centeredness, responsibility and choice, development of self-awareness, change in lifestyle, living in the present, slower pace of life, and rectification of the past experience in school (Neuman & Guterman 2017).

These themes reveal how the reasons for parental involvement evolve through the lived experience of homeschooling. For example, Jolly et al. (2013) noted that the theme "parents know best" reflected how parental instinct and firsthand observation were seen as crucial for their children's development. Similarly, Hurlbutt (2011) found that personalization and customization resonated with families whose children required special attention. In these cases, the pace, content, and mode of instruction needed to be consistently adapted to the child's moment-to-moment needs-something parents felt traditional education failed to provide. Neuman and Guterman (2017) stated that homeschooling was necessary to fulfill their children's inner needs, as captured through themes like "living in the present" and "development of self-awareness." These themes illustrated the parents' rejection of the anxiety and rigid

expectations often associated with traditional education, in favor of deeper emotional engagement with their children and support for shaping the child’s sense of identity.

The findings are difficult to compare with Walker et al.’s (2005) constructs because of two main reasons: first, the captured articles which studied the experience of involvement were all conducted qualitatively; and second, Walker et al.’s (2005) construct were adapted to only include the first two levels of Hoover-Dempsey and Sandler’s (1995) parental involvement model, and therefore, it is not technically applicable for studying the entire experience of involvement. Parental involvement, as a whole experience, consists of involvement decision, involvement behaviors and educational outcome. After the studies were reviewed, it was deemed appropriate to group and report the findings in relation to Hoover-Dempsey and Sandler’s (1995) theoretical model of parental involvement, as presented in Table 3. However, some of the findings were categorized as “others” since they do not fit into any level of the model.

Table 3 Corresponding findings in relation to Hoover-Dempsey & Sandler’s (1995) parental involvement model

Hoover-Dempsey & Sandler’s (1995) levels of parental involvement	Corresponding findings from the reviewed studies
Parent involvement decision	Parents know best ⁷ Family roles ⁷ Parents mutual agreement ⁸ Sense of family ⁹ Rectification of past experience in school ⁹
Tempering/mediating variables	Personalization and customization ⁸ Responsibility, choice and control ⁹ Slower pace of life ⁹
Child’s educational outcomes	Best for the children ⁸
Others	Challenges ⁷ Isolation ⁷ Development of self-awareness ⁹ Change in lifestyle ⁹ Living in the present ⁹

Note. ¹ = Lange & Liu (1999); ² = Green & Hoover-Dempsey (2007); ³ = Montes (2006); ⁴ = Guterman & Neuman (2017); ⁵ = Kim-soon et al. (2015); ⁶ = Wearne (2016) ⁷ = Jolly et al. (2013); ⁸ = Hurlbutt (2011); ⁹ = Neuman & Guterman (2017).

In Hoover-Dempsey and Sandler's (1995) terms, the decision to become involved in a child's education is determined by how parents place their personal efficacy within a specific role-one that aligns with perceived opportunities or demands in the child's educational context. Several studies have emphasized this dynamic. Firstly, findings emphasize how parents construct their role in the child's education as a rationale for involvement: family roles (Jolly et al., 2013), parents' mutual agreement (Hurlbutt, 2011), and sense of family (Neuman & Guterman, 2017). Moreover, parents' placement of self-efficacy is evident in beliefs such as "parents know best" (Jolly et al., 2013). Parents also respond to educational opportunities and demands, such as the desire to rectify past schooling experiences (Neuman & Guterman, 2017). These motivations typically emerge during the initial phase of parental involvement.

Tempering and mediating variables, on the other hand, refer to how parents consistently develop appropriate strategies to handle the child's education while also maintaining a constructive involvement relationship (Hoover-Dempsey & Sandler, 1995). These strategies, as shown in the reasons for involvement identified in the findings, include personalization and customization (Jolly et al., 2013) which the study defines as the ability to personalize and customize the child's education according to the parent's judgement. Neuman and Guterman (2017) emphasize "slower pace of life". Accordingly, parents reported that homeschooling allowed them to control their pace of life, which provided for a better involvement relationship. Responsibility, choice, and control (Neuman & Guterman, 2017), as a single theme, however, correspond to both a development of appropriate strategies and the maintenance of involvement relationship. The parents accepted responsibility as the consequence of choice and control. Therefore, they were willing to develop strategies for handling the child's education that would also allow them to dictate and control the involvement relationship.

In accordance with Hoover-Dempsey and Sandler (1995), children's educational outcome is determined by their skill and knowledge, and the child's personal sense of efficacy. The finding "only the best for their children" (Hurlbutt, 2011, p. 244) illustrates how parents framed their ultimate objective of involvement as ensuring the best possible educational outcomes for the child.

Findings categorized under "others" do not strictly constitute reasons of involvement that solely contribute to the child's education, but are manifestations of parents' perceptions and lifestyles. There were five findings that fall under this category. First, "challenges" (Jolly et al., 2013) refer to how parents often perceived situations and incidences as challenges that manifest as reasons for involvement. These challenges emerged from different combinations of issues; namely, "transitions, family focus, lack of resources, stressors, and motivation" (p. 128). Second, another finding by Jolly et al. (2013), that of "isolation" implies that both children and parents felt no sense of belonging in the traditional school

setting, and therefore, relocated and isolated themselves to gain full control of the learning environment. Third, “development of self-awareness” (Neuman & Guterman, 2017), refers to statements by parents that homeschooling shifted their mentality, especially regarding the way they asked questions, and made decisions. It was claimed that traditional schooling put limitations on parents’. Fourth, “change in lifestyle” (Neuman & Guterman, 2017), refers to the change in parents’ perception of the world in the process of homeschooling. And fifth, “living in the present” (Neuman & Guterman, 2017), referred to how homeschooling made the parents become worry-free, as they were able to shift their priority to what was happening at the present moment rather than the future.

Discussion and conclusion

This paper reports results based on a synthesis of the past studies. The purpose was to systematically answer the review question: *what are the parents’ reasons of involvement in children’s homeschooling?* Given the limited comprehensiveness of existing research on the subject, the findings remain unsaturated. However, the findings did collectively answer the review question. The results have shown that the parents’ reasons for involvement appeared at two different periods: (a) the initial decision to become involved, and (b) the experience of involvement.

Through the initial period of involvement, parents perceived the necessity to construct their personal role in the child’s education (Walker et al., 2005). As shown in the findings through parents’ claims, they built their roles upon the perceptions of family lifestyle and parenting philosophy (Lange & Liu, 1999), and the ability to assist and develop the child’s desired character (Montes, 2006). Furthermore, the parents perceived that they had efficacy in affecting the child’s education (Walker et al., 2005), namely in terms of, educational philosophy (Lange & Liu, 1999), objection to traditional schooling (Montes, 2006), better learning environment, better education (Wearne, 2016), impact on the child (Guterman & Neuman, 2017), and economic drivers (Kim-soon et al., 2015). Moreover, the parents perceived specific invitations for involvement from the child (Walker et al., 2005). For instance, parents perceived their children’s invitations for involvement due to the child’s special needs (Lange & Liu, 1999), and as faced demands by their children for more extracurricular opportunities (Wearne, 2016). Also, the homeschooling parents had particular perceptions about the life context of their children, which provided reasons for involvement, such as, school climate, religious and ethical reasons (Lange & Liu, 1999), religious education (Wearne, 2016), religious reasons (Montes, 2006), attitude towards homeschooling (Guterman & Neuman, 2017), social drivers, and technological drivers (Kim-soon et al., 2015).

When considering the entire involvement experience parental role construction and self-efficacy conceptualized, as part of the parental involvement decision (Hoover-Dempsey & Sandler, 1995) represent one level of involvement. It refers to how parents place their personal efficacy within a specific role, one that aligns with perceived opportunities or demand of the child's education. Several findings support this perspective including "parents know best," family roles (Jolly et al., 2013), mutual agreement between parents (Hurlbutt, 2011), sense of family, and rectification of past experience in school (Neuman & Guterman, 2017). While parents were involved in the child's homeschooling, they included tempering and mediating variables or the responsibilities of developing appropriate strategies for the child's education as their reasons of involvement. Examples include personalization and customization (Hurlbutt, 2011), slower pace of life, responsibility, choice, and control (Neuman & Guterman, 2017). Moreover, as part of the involvement experience, children's educational outcome was also reported as a reason of involvement. Parents mentioned that they were involved in children's homeschooling because they believed that it was best for the children (Neuman & Guterman, 2017). This paper, furthermore, found that some of the reasons of involvement extended beyond educational concerns, contributing to shifts in parents' perceptions and lifestyles including. Namely, "challenges", "isolation" (Jolly et al., 2013), "development of self-awareness", "change in lifestyle", "living in the present" (Neuman & Guterman, 2017).

Limitation and future research

Previously stated implications for parental practice were based on the assumption that parents were involved in the child's homeschooling because of expectations of positive outcomes. However, the effectiveness or impact of these reasons (as drivers of parental involvements) remains a separate issue, one for which the existing body of knowledge is notably limited. Hence, the authors believe that conducting research on the impact or effectiveness of parental involvement may be premature at this point. Studies conducted in relation to parental involvement in children's homeschooling were either employing or adopting the parental involvement model that was originally designed from/for a traditional schooling context (e.g. Hoover-Dempsey & Sandler, 1995; Walker et al., 2005). While it may be technically applicable, their use highlights a lack of deeper understanding in this subject. The question needs to be posed whether the employment of this parental involvement model (developed in traditional schooling context) leads to a restriction of findings?

The authors believe that parental involvement in homeschooling contexts require a separate theoretical model or constructs due to the sensitivity of human nature. However, before arriving at the point of developing any model, the authors would like to suggest conducting studies that would

provide a deeper understanding of parental involvement in homeschooling contexts. The types of studies or research methodologies that would further elucidate of this context could verify the validity of the existing tools. In a nutshell, we suggest that a solid empirical ground should be laid first before the development of theoretical models can take place.

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