

THE COLLABORATION BETWEEN HOMESCHOOLING FAMILIES AND PUBLIC SCHOOLS TO HOMESCHOOLERS LEARNING ACHIEVEMENT ON BASIC EDUCATION

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ABSTRACT

The research had the objective to studying the factors affecting to the collaboration between homeschooling families and homeschoolers learning achievement. The participants were the 113 registered homeschooling families. Instruments of research were questionnaire, homeschooling families and 5 public school administrators in-depth interviewing. These quantitative approaches were path analysis and multiple-regression, qualitative approach on content analysis. The finding were the collaboration of labs, professional level teachers and assessment that depend on academic assistance requisition, learning activities from learning community and readiness of homeschooling families in timing affecting to homeschooling families teaching behavior and after that affecting to homeschoolers learning achievement in the areas of academics, social adaptation and virtue.

Keywords: learning achievement, homeschooling, Basic education

INTRODUCTION

The education that organized at home via families called homeschooling. Homeschooling was an alternative that organized by homeschooling families. Evolution of homeschooling came from the pure love of families to do the best things to their children (Jean, 2000; Patrick, 1995). Families in this research were fathers or mothers who organized the lessons to their children (Ray, 2000), who took care the reading and writing skills that complied homeschooling curriculum to their children at home (Carper, 2000). The families who did not rely on the academic system in public schools, un-safety from drug, inappropriate friends and teenage sexual issues and also the homeschooling families expected the fully potential in learning achievement and social development (Ray, 2004)

Homeschooling movement was quickly expanded due to gathering of a group of homeschooling families who support their teaching, media and facilities to learning via website and learning community (Rivero, 2002)

The Ministerial Regulations was announced in year 2004 that organized the educational service areas to support, register and assess in the various nature of learning areas as following; interval 1 grade 1-3 the assessment held in grade 3, interval 2 grade 4-6 the assessment held in grade 6 and interval 3 grade 7-9 the assessment held in grade 9. They supported the individual subsidies to homeschooling families who was registered to the educational service areas in Thailand

LITERATURE REVIEWS

In homeschooling for the special child, the attention-deficit/hyperactivity disorder: ADHA and learning disabilities child, homeschooling families had to arrange the academic

environments that considered to the characteristic of individual in order to good learning results and social adaptation (Ward, 2004)

Teaching behavior of homeschooling families were individual approaches that complied with their homeschooling curriculum and the joint curriculum with public schools for good learning achievement (Butler, 2000; Kaplan, 2001), homeschooling families behavior had to related with the learning community by local wisdom approach, homeschool families had to expertly use the technology for applied local knowledge searching in homeschooling (Wichers, 2001) The exceptional and learning disabilities children, homeschooling families had to organize the teaching activities within their community members who can support the joint learning in some subjects with the public school (Ensign, 2000). Even if the approach of homeschooling families were community learning, they can request the cooperation from public school in some subjects which they had no expertise by complying with the public school conditions (Miles, 2004)

The compliance of the homeschooling families with governmental and private schools conditions can promote and support the homeschooling. The implementations that according to public schooling curriculum, internet and computer were the linkage between the homeschooling learning curriculum and the assessment (Shane, 2003)

The public schools can provide knowledge, other supporting in tools, media that according to homeschoolers needs, labs. The public school can support tools, facilities, labs, media technology to homeschooling families besides academic supporting (Wichers, 2001)

The public schools can support specialist teacher to homeschooling, assessment and validation into public schools. Besides the only homeschooling validation, the public school can support the assessment also.

The academic collaborations between public schools and homeschools through labs, learning media and participation assessment whereas the cooperation were servicing from neighboring public school in sometimes which influencing the learning achievement, adaptation and virtue (Lines, 2000; Loretta, 2005).

Objective

To studied factors affecting the collaboration between homeschooling families and the learning achievement on basic education.

METHODOLOGY

Researcher studied dependent and independent variables as following; supporting requisition, teaching behavior of homeschooling families, the homeschooling families readiness in timing, technology, background, income, teaching experience, the acceptance in public school conditioning and the public school cooperation that influencing learning achievement of homeschoolers on basic education. The participants were the 113 registered homeschooling families. Instruments of research were questionnaire, homeschooling families and 5 public school administrators in-depth interviewing. These quantitative approaches were path analysis and multiple regression, qualitative approach on content analysis.

CONCLUSION

Factors affecting the collaboration between homeschooling families and the learning achievement on basic education. The finding were found as following; the learning achievement did not depend on public school cooperation, but public school cooperation depended on supporting requisition, teaching behavior of homeschooling families, the homeschooling families readiness in timing, technology, the acceptance in public school

conditioning. However homeschooling families readiness in timing was the first important factor that affecting the learning achievement, other factors were followed by homeschooling families incomes, the acceptance in public school conditioning (curriculum), teaching behavior of homeschooling families, homeschool families readiness in technology and public school cooperation, but support requisition did not effect to learning achievement.

RECOMMENDATIONS

1. Homeschool families should request the public school the academic consulting, books, media, school learning resources, library, potential learning room, activities such as music, sport, arts, scouts, science and natural camping.
2. Public schools should organize the curriculum to be flexible and diversified that due to be accepted by homeschooling families on the flexible curriculum condition.
3. Public schools should give the opportunities for cooperation to homeschooling families for joint learning.
4. Public schools should provide adequate schedule times for homeschooling families which they can pick up the homeschoolers to the learning resources and pay the good fee to public schools.
5. The government should give the autonomous curriculums and the assessments which were flexible and understanding the diversity of content for homeschooling families due to the cooperative learning achievement to homeschoolers in the each educational areas of Thailand

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