STRUCTURE AND INTERACTION PATTERNS OF HOME SCHOOL FAMILIES: A TYPOLOGICAL ASSESSMENT

BY

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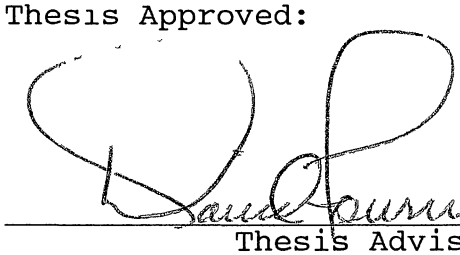

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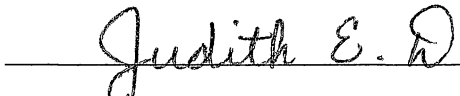

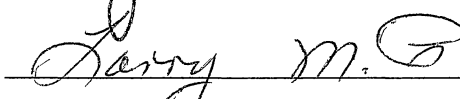

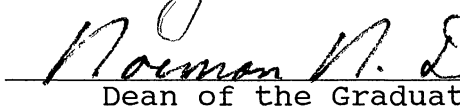

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PREFACE

A typological assessment was made of home school families' emotional bonding (cohesion) and ability to change in response to system stressors (adaptability). The home school families in the study scored high for both cohesion and adaptability.

Home school families' coping strategies were examined, and compared to their typology. It was found that as family adaptability increases, the family's level of confidence in their ability to solve their own problems increases. It was also found that as family adaptability increases families will use passive appraisal less to solve problems.

Needs and problems unique to the home school situation were explored and compared to typology. It was determined that the family type did not have a significant relationship to the problems associated with home-schooling that were identified.

I would like to thank all the people who assisted me during the course of this research at Oklahoma State University. In particular, I am especially indebted to Dr. David Fournier who stepped in as my major adviser and gave me such invaluable assistance during the data analysis process. His course in family systems theory was crucial to the development of the conceptual framework.

I would also like to thank the other members of my committee, Dr. Judith Dobson and Dr. Larry Perkins, for their comments and encouragement during the duration of the research process.

Special thanks are due to all the home school families who took time out from their already hectic schedules to share information about themselves and their family lives.

Special thanks are also due to my four children, Eric, Alex, Allison and John, who in the last nine years have taught me more about myself, and about home-schooling, than I could ever have imagined.

My husband, Doug, and my parents, Bonnie and Gerald D. Allie deserve my deepest appreciation. Without their support, acceptance, encouragement and example it would be impossible to realize my dreams.

Finally, I would like to say a special thanks to some special friends, Lynnie and Jack Forsyth, who in many ways both big and small have made it possible for this to be completed.

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CHAPTER I

INTRODUCTION

Home-schooling is the process in which parents are the primary educators of their children rather than sending them out of the family for school. The home as the location of a child's formal education is not a new phenomenon. According to Whitehead and Bird (1984) home schooling was once considered the primary form education in America. Many of this country's earliest leaders and intellectuals were home-educated (Taylor, 1984), including among them George Washington, Abraham Lincoln, Mark Twain, George Bernard Shaw, Andrew Carnegie and Thomas Edison. What makes the current home-education movement unusual as a family phenomenon is its social context. Home-schooling is a contradiction in the general trend towards dual-career marriages and the concomitant increase in child care outside the home. Stephen Arons (1983) points out

> ...it is hardly surprising that we have all but abandoned the urge to participate in the education of our children in favor of the ease of institutional schooling. To do otherwise would be practical and inconsistent with our lifestyle (p. 88).

Home-schooling as a method of instruction has been tried by many different people for a variety of reasons,

but it has basically involved the parental decision to maintain the locus of power and control over a child's learning at home, with the parents responsible for the day-to-day education and care usually provided by the school system. That it is on the increase is reflected in the proliferation of home school support groups and education materials, and the increase in home school litigation and legislation (Taylor, 1984).

While home-schooling has begun to re-emerge as an educational option for some families, no one is certain how many children are currently being taught at home. Most states have only recently begun to examine the issue, and very few have a mechanism for monitoring home-schoolers. Parents, concerned by the possibility of legal repercussions, and wary of negative community response, typically keep a low profile in the community. Patricia Lines, a policy analyst and Director of the Law and Education Center in Denver, Colorado, estimates that there were 15,000 home-schooled children in the early 1970's and puts the number at between 120,000 to 260,000 today (Feinstein, 1986). Home school advocates, Raymond Moore (1981) and John Holt (1980) put this estimate at closer to a million children.

Background to the Problem

In the past ten years, research concerning home-schooling and home-school families has begun to appear in

the literature with greater frequency. In general, this research has focused on why the family chooses to home school; the educational aspects of home-schooling, i.e. who teaches, types of materials use, daily schedules; and its relationship to public education. There have been a few exceptions worth noting. Williams (1984) and Reynolds and Williams (1983) reported on a series of case studies of home-schooling families which, in addition to the educational aspects of the home school, examined issues relating to the family life of home school families. Greene, in her 1984 study of Alaska correspondence students, asked home-school parents to comment on the advantages and disadvantages of their home-school experience. In 1986, John Wesley Taylor V examined the socialization skills of home-school children and compared them to conventionally-schooled children. However, with these exceptions, the literature lacks studies which focus on the structural and interactional aspects of home school families.

Several studies have noted demographic similarities between home school families. In general, these studies have found that home school families tend to be small in size, middle-class, and utilize the mother as the teaching parent. How significant these similarities are is questionable. Small family size may be a reflection of the national trend towards small family size and not unique to home school families. In a home school family, one parent

must usually take the primary responsibility towards schooling as well as the child care function indirectly provided by the school system. Economically, women still tend to earn less than men and a family will usually choose to have the highest wage earner seek employment if there must be a choice. In addition, it is possible that only middle-class families will find it possible to live on a single wage earner's salary while the other parent home-schools the children.

Other attempts to focus on similarities have revealed that a family's decision to home-school is based on a variety of factors (Taylor, 1986), and that home school families come from a wide spectrum of backgrounds both philosophically and educationally. Sexson (1988) proposed viewing differences in philosophy as having an underlying sociological focus, however most research has not focused on or identified any significant patterns or similarities to home school families outside of an educational framework which would serve as a means for structuring and organizing further study.

The lack of an identified home school family typology has made it difficult to develop a cohesive understanding of home-school families and has made ongoing research efforts less effective. Without a family typology, there is no structure of knowledge and understanding concerning home schoolers as a group into which new information may be added.

In summary, home-schooling is an under-researched area of study. It is an area of study in need of systematic research efforts to better understand the family processes involved. The development of a family typology can serve as a basis for the comparison of home school families, and a means by which information pertinent to these families may be organized.

Statement of Problem and Purpose

As already noted, there is a scarcity of research which focuses on the structural and interactional aspects of families who choose to home-school their children. This study will focus on these aspects by examining home school family structure and interaction patterns from a family systems perspective. It will identify important systems concepts in the literature and apply them to the home school family so that the research may be grounded in a conceptual framework. In addition, the four main objectives of this study are as follows:

1) To identify needs or issues which are unique to home school families,

2) To classify and describe home school families utilizing a systems typology,

3) To compare different home school family types by the needs and issues identified as important, and

4) To compare different home school family types by the ways in which needs and issues are addressed.

Conceptual Overview and Rationale

Typologies of Family Systems

The development of a typology of home school families requires a shift in focus from content to context. This shift has been noted concerning the development of family typologies in the marital and family therapy literature (Olson, 1980).

Olson noted in the 1980 Decade Review, that treatment of dysfunctional families has changed from an emphasis on the individual's symptoms to an emphasis on problems in the family system's interactions. He commented that

> ...pilot and case studies have indicated that family treatment can be more effective and efficient when treating the family system rather than the presenting problem (p. 248).

In family treatment, it has been the underlying family context to behaviors i.e. the family's system of relationships, which has become the most important factor in understanding how the family functions, because it is a means of grouping seemingly unrelated and random behaviors into a meaningful pattern. Likewise, it is feasible that similarities in home school families will be noted when there is a shift in focus from individual family characteristics to family patterns of relationship (i.e. interaction) and structure. Family systems approaches, because they focus on these patterns of interaction and

structure, have been the theoretical basis for the development of family typologies and will form the theoretical context for this study.

Typologies offer unique conceptual and methodological advantages, which can be useful in studying home school families. Conceptually, a typology

> ...enables a researcher or therapist to: (1) classify and describe couples and families on a number of variables; (2) summarize numerous characteristics of all the cases of a particular type; (3) establish criteria which determine whether a couple or family fits within a particular type; and (4) distinguish and describe differences between types (Olson, et al., 1980, p. 249).

The Circumplex Model, developed by Olson, et al., is a typological diagnostic and assessment tool which focuses on the structure and interaction patterns of the family system. It enables these patterns to be represented graphically utilizing data gathered with the use of FACES III, a questionaire intended to be used in conjunction with the Circumplex Model. The Circumplex Model was developed to integrate family systems theory with assessment. It is the result of a conceptual clustering of concepts from six social fields (Olson, et al., 1979, 1980), out of which emerged three dimensions: cohesion, adaptability and communication. Since communication is seen as primarily a facilitating dimension, it is not graphically represented in the Model. The two variables assessed in the Circumplex Model are cohesion and adaptability. Cohesion is the

emotional bonding that family members have toward each other. It is assessed by looking at family boundaries, how time is used, decision-making interests, friends and activities. Adaptability is the ability of a marital or family system to change its power structure, roles and relationships in response to situational or developmental stress.

It is assumed that families within a given type will have similarities in their functioning in the cohesion and adaptability dimensions which will enable a researcher to clearly identify them. These variables, or dimensions, are conceptualized as being on a continuum.

Families with balanced cohesion and adaptability will generally function differently than the families at the extremes of these dimensions because of differences in the repertoire of behavior and experiences allowed by the family system. Research has shown that families with balanced cohesion and adaptability tend to respond more effectively to needs. However, if the normative expectations of a family are supportive of behaviors extreme on one or both dimensions in the Circumplex Model, the family will still respond effectively to needs as long as all of the family members accept these expectations (Olson, et al., 1983).

The Family Developmental Approach and Typologies

Family systems change over time in response to

transitional events such as a family's children growing older. These events "impose new responsibilities, open up new opportunities, and pose new challenges for the family unit (Olson, et al., 1983, p. 114)" requiring the family to reorganize and adapt. The period in which a family's children attain the age at which they typically enter the elementary school grades is usually conceptualized as a transitional stage in the child development and family literature. It represents a time of systemic change and adaptation in the family. The children's growing independence and interaction with the community require the family to respond in different ways as the needs of the family change.

According to Olson (Olson, et al., 1983), the Circumplex Model allows systems theory to be integrated with family development. In a study of the developmental life cycles of normal families, Olson was able to identify typical family typologies for seven developmental stages in a family's life, (including the family with school-age children), utilizing the Circumplex Model and FACES II (Olson, et al., 1983). He found that families within each life stage differ from families in other life stages not only in the tasks required of them, but also in their structure and interaction patterns.

It is the premise of this study that regardless of the educational environment, the developmental needs of the children, and the parenting tasks of the parents, will be

similar to other families who are at the same point in development. The family who home-schools must also change and adapt to the needs of the children. However, there will be needs that are unique to the home school environment which must be addressed by the family, and typical developmental issues may need to be resolved in a different way. It is assumed that home school families within a given type will be similar in how they perceive these needs and the manner in which they address them.

Definition of Terms

Teaching Parent: the person responsible for the structured learning and the day-to-day supervision of the home school.

Structured Learning: learning in the home setting that is organized and premeditated by the teaching parent (Reynolds and Williams, 1985).

Unstructured Learning: learning that is not organized and premeditated by the teaching parent.

Family Development: a view that families experience predictable and identifiable stages of development.

Mutual Self-support Groups: associations of individuals or family units who share the same problem, predicament, or situation and band together for the purpose of mutual aid (Katz, et al., 1970; Lieberman, et al., 1979).

Family Cohesion: the emotional bonding that family members have towards one another (Olson, et al., 1979).

Family Adaptability: the ability of a family system to change in response to situational and/or developmental stress (Olson, et al., 1979).

Home-school: a situation where children remain at home for the learning which usually occurs in a more conventional setting and where one or both of the parents are the teacher.

Conventional School: the educational environment, usually public or private schools, that children in the United States usually attend under compulsory school laws.

Family System: a group of individuals related by marriage, blood or adoption who have an emotional history, and whose individuals are organized, structured, and function in an interdependent manner (Phillips, 1980).

Internal Coping Strategies: The ways in which family members deal with difficulties by using resources from within their own family (Olson, et al., 1983)

Reframing: An internal coping strategy defined as the family's ability to redefine stressful experiences so that they are less stressful and more manageable to the family.

Passive Appraisal: A less active internal coping strategy

than reframing used by the family to deal with stress. Encompasses a wait-and-see attitude.

External Coping Strategies: The behaviors family members utilize in which resources outside the family are acquired to deal with stressful experiences.

Acquiring Social Support: An external coping strategy in which the family utilizes resources from relatives, friends, neighbors and extended family to deal with stressful situations.

Seeking Spiritual Support: An external coping strategy in which the family deals with stressful situations by utilizing prayer, and resources commonly available within religious organizations such as churches.

Mobilization of Family: An external coping strategy in which family members seek out community resources such as support groups or counseling agencies to deal with stressful situations.

Conceptual Hypotheses

There are four categories of conceptual hypotheses which comprise the focus of this research. The hypotheses in Part I represent descriptive data on home school families. The intention of these hypotheses is to establish patterns of behavior or response as opposed to parametric tests of probability or differences. These hypotheses will

be utilized to further deliniate and define typological differences in home school families as well as to contribute general information about home school families which is lacking in the literature.

I. To conceptualize needs or issues which are unique to home school families.

1. Home school families will experience a variety of needs or problems that are unique to the home school family.

a. The teaching parent will perceive that he/she has less personal time and will report time-related conflicts or concerns.

b. The extra time spent in teaching will result in the teaching parent reporting conflicts or concerns with fulfilling other role requirements.

c. Home-schooling, which results in the addition of the roles of student and teacher to the family system, will result in the reporting of role conflicts involving these roles.

d. Because a child goes to school at home, the parents will experience concern with the amount of time the child spends with his/her peers and will report intentional efforts to involve the home-schooled child in activities with other children.

e. Home-schooling often will result in the parents reporting negative reactions from community and friends.

f. Home school families will report concern with finances as the result of having to redispurse funds for school related materials and because one parent is unable to make a financial contribution to the family.

II. To classify and describe home school families utilizing a systems typology, the Circumplex Model.

1. Certain types of families will home-school more than other types families.

a. Families who home-school will tend to have enmeshed patterns of cohesion.

b. Families who choose to home-school because the schools are too structured (i.e. who see it as a way of expanding input) will tend to have high adaptability.

c. Families who home-school because the schools were not structured or disciplined enough (i.e. who see it as a way of limiting input) will tend to have low adaptability

III. To compare different home school family types by the needs and problems identified as important.

1. Differences in type of family system will have an effect on the needs or problems identified and experienced by home school families.

2. Differences in type of family system will influence the prioritization of needs and problems.

a. The lower the family's adaptability the more likely the family will be to experience negative reactions to their home-schooling from the community and family.

b. The lower the family's adaptability, the less likely family will identify the child's need for involvements outside the family system.

c. The more enmeshed the family cohesion, the more families will experience parent/teacher and child/parent role conflicts.

d. The lower the family's adaptability, the higher a priority the family will place on negative community and family reaction to home-schooling.

e. The lower the family's adaptability, the lower a priority will be given to involvement with outside community support groups.

f. The higher the family's cohesion, the more parents will report experiencing role conflicts with their children.

g. The lower the family's adaptability, the more priority the teaching parent will give to the problem of not having enough personal time.

IV. To compare different home school family types by the ways in which needs and problems are addressed.

1. Differences in type of family system will influence the processes used to resolve issues and

problems.

a. Families with low adaptability will be less likely to seek out external support to resolve needs and problems.

b. Families with high adaptability will be more likely to seek out external support to resolve needs and problems.

c. Families who have low adaptability will be less likely to acquire social support due to an increase in negative reactions to their home-schooling.

CHAPTER II

REVIEW OF LITERATURE

Overview

There is a scarcity of information available in the literature regarding families who have chosen to teach their children at home. Available research on home education does not generally structure data within a conceptual framework One of the aims of this literature review is to structure available data on home-schooling within a systems theory framework. The chapter is divided into three sections. The first section of this chapter will outline systems theory, and explain key systems concepts pertinent to this study In the second section of the chapter, there will be an overview of compulsory school law, a discussion of its impact on home-schooling, and an examination of the reasons why parents typically decide to home-school their children. The third section will be an examination of the home school family and its environment.

Systems Theory and the Family:

A Conceptual Framework

> 'How are we to understand this life?' asks the initiate. 'All things are interconnected,' replies the sage, 'and interpenetrate each other

as one (Lao Tzu from Brower et al., p. 16).'

> The wholeness of life has, from of old,
> Been made manifest in its parts;...
> If rim and spoke and hub were not,
> Where would be the chariot? (Lao Tzu
> from Brower et al., p. 34)

> No man is an island, entire of itself; every man
> is a piece of the continent, a part of the main
> (Donne, from Hemingway, 1940, Intro.)

Historical Overview

The systems perspective is not a modern one. It is present in the writings of ancient Chinese philosophers as well as the 16th century poetry of Englishman John Donne. It is found in the Gaia Hypothesis proposed by British scientist James Lovelock, which suggests that we view the earth functioning as a single self-regulating system. It reflects an assumption of an interconnectedness in all phenomena, and at the same time, the importance of the interacting relationship of the individual parts in defining the whole. Peggy Papp (1983), in outlining the key concepts of systems thinking, said that

> ...events are studied within the context of which
> they are occurring, and attention is focused on
> connections and relationships rather than on
> individual characteristics (p. 7).

In systems theory, behaviors are primarily important in their group context. This paradigmatic shift from the individual to groups of individuals in relationship to each

other, has occurred primarily within the last century, but has been most commonly applied to the family since the 1950s, beginning with an interest in the understanding and treatment of schizophrenics. Traditionally, schizophrenia has been viewed as an individual, intrapsychic disorder resulting from the individual's internal distortion of the world. In the 1950s, through the work of such men as Jay Haley, Don Jackson and Gregory Bateson, a new view of schizophrenia, and other personality disorders as well, began to emerge. They began to operate under the premise that schizophrenia and other disorders could be understood as arising out of a person's interactions with his/her family. The schizophrenic, rather than being out of contact with the environment due to internal distortion, was actually engaged in a complicated and disturbed pattern of communication (Napier and Whitaker, 1978) with his/her family. In fact, much of the schizophrenic's 'distorted' behavior began to make sense, when viewed in the family context; to have a purpose that it did not have when viewed separately from his/her family relationships.

Don Jackson in the "Question of Homeostasis" (1969) noted later that families of psychiatric patients often exhibited various dysfunctional behaviors such as psychosomatic illness or depression upon the improvement of the patient, leading him to postulate that the patient's symptoms are tied in an important way to the maintenance of the family function, and are not dysfunctional, in that

regard, at all.

The combined evidence pointed to the importance of dealing with family factors to ensure effective treatment outcomes. Through the research of Jackson and others, a new view of the family began to emerge.

> Rather than look at the family as a collection of individuals, they began to view the family as having almost the same kind of organized integrity that the biological organism has. The family functioned as a 'whole', with its own structure, rules and goals (Napier and Whitaker, 1978, p. 47).

Instead of looking for the causes of behavior, they began to look at the pattern of relationship in which behavior derives its meaning (Papp, 1983). They began to believe that the behavior of individual family members was directly related to the structural aspects of the family as a unit and tied to the maintenance of the family system (Burr, et al., 1979)

Conceptual Parameters

General Systems Theory

The conceptual basis of systems theory has its roots in diversity, having evolved from biological, mathematical, industrial/mechanical and social theoretical frameworks. General systems theory is a dialectical approach which is nonsubstantive in nature. Its goal is to formulate and derive principles which can be validated for systems in

general (Bertalanffy, 1968). General systems theory has been characterized as a model which facilitates observation of complex human behavior and interaction in a contextual manner (Duhl, 1983; Whitaker, 1978), and as a framework to explain how families function (Benjamin, 1982; Whitaker, 1978; Papp, 1983; Minuchin, 1981).

Definitions of what constitutes a system are also diverse. Ludwig von Bertalanffy (1968). Bertalanffy's definition was expanded by Miller (1969, 1980) who described a system as organized by information and information exchange. The importance of interactive processes to systems was also noted by Benjamin (1982) who described patterns of interaction, calling them redundant interactional sequences. Stability as a characteristic of systems was also the focus for Benjamin who saw systems as having an identifiable and relatively stable organization over time. This was expanded by Wertheim (1975) who proposed that a system is both morphogenic and morphostatic, engaged in both change and stability-inducing functions.

Family Systems Theory

The conceptualization of the family as a system is based on general systems theory, and encompasses the definition of a system as being relatively stable, yet capable of change; characterized by dynamic interactive processes of several components, or in this case, family members. The application of general systems theory to the

family has been written about extensively (Watzlawick, Beavin and Jackson, 1967; Keeney, 1983; Bateson, 1972; Minuchin, 1974; Haley, 1977; Napier and Whitaker, 1978; Papp, 1983; Andolfi, 1979; Olson, 1983). Several concepts within the literature are important to the understanding of the family as a system and are pertinent as contextual background to this study: wholeness, nonsummativity, structure, boundary, adaptability and cohesion. The remainder of this section on system parameters will deal with these concepts.

Wholeness. The focus of family systems theory is on the context in which the family and its members interact and function as a viable group over time. It is thought that viewing the individual apart from his/her family will give an incomplete picture of the person's daily functioning. The family, under this view, becomes more than a simple aggregation of individuals united by blood or living arrangements. Its members are seen as interdependent, with actions of one affecting the other members (Bratter and Forrest, 1985). Commenting on this interdependence, Bratter and Forrest (1985) noted that people do not behave apart from the systems within which their lives are embedded,

> ...a particular behavior by a member (such as a symptom) must be regarded in the light of how the other members of the family are contributing to it or making it possible, and also how the behavior is, in turn, affecting these other members. This is a system at work (p. 399).

This concept, often termed wholeness, has been frequently discussed in the literature (Duhl, 1983; Minuchin and Fishman, 1981; Papp, 1983; Becvar and Becvar, 1982; Phillips, 1980). Watzlawick (1967) commented that the parts in a system are so related to each other that a change in one will cause a change in all of the other parts, precipitating a change in the system as a whole. Bateson (1972) went further to say that there is no understanding of the components of a system without understanding the whole of which it is a part, and that there can be no communication without understanding context.

Nonsummativity. While the individual members of a family system come together to form a whole, a system cannot be adequately defined or understood by the summation of its individual members (Keeney, 1983; Watzlawick, 1967; Walsh, 1982; Bateson, 1972). Watzlawick (1967) noted that there are certain characteristics of a system, such as interactional patterns, that will transcend the characteristics of individual members in the system and will emerge during the interaction process. This concept, usually referred to as nonsummativity in the literature, infers that the family as a whole cannot be described by simple consideration of characteristics of the individual members (Phillips, 1980; Speer, 1970; Walsh, 1982) and recognizes the importance of interaction in shaping family structure. Bowen (1978), in fact, said that family

organization, structure and function were more the products of a family's interactions, i.e. its emotional life and history than the results of a family's reasoning or its member characteristics.

Structure. Family structure has been defined as patterns of behavior or a framework resulting from functional demands which organize the ways in which family members interact (Walsh, 1982; Minuchin, 1974). Phillips (1980) referred to structure as the ways in which family members interact and align themselves over time. In this way, family structure consists of the family member's behaviors which have a tendency to persist over time and are "...highly dependable and predictable given certain times, circumstances and other conditions." (Phillips, 1980, p. 4) Family structure ensures stability as well as providing an organized and controlled means for allowing necessary change.

Adaptability. Each system will tend to maintain itself with preferred patterns, and will resist change beyond a range to which it is accustomed. A functional family must also be able to adapt to changing developmental and environmental demands on it (Benjamin, 1982). The literature provides strong support for this dual role of the family structure (Andolfi, 1979; Minuchin, 1974; Whitaker, 1978). Andolfi (1979, p. 7) calls it "the dynamic equilibrium between two seemingly contradictory

functions." Bateson (from Papp, 1983, p. 10) further clarified the connection between change and stability when he said that "all change can be understood as the effort to maintain some constancy, and all constancy is maintained through change." It is this ability to balance change with stability, based upon the family's needs, which has been cited in the literature as determining healthy family functioning,

> All families must respond to internal pressures associated with developmental changes, as well as to external demands to accomodate to society and its institutions that have impact on the family. Stresses of accomodation are inherent and may come from four sources: extrafamilial forces on a member, such as job pressure; extrafamilial forces on the whole family, such as economic recession or racial descrimination; transitional points in the family, such as the beginning of a new developmental phase; and idiosyncratic problems, such as illness or disability (Walsh, 1982, p. 14).

Each new pressure requires the family to organize its resources to assimulate it and maintain stability. It is the degree of flexibility in the system to reorganization according to system needs which Olson (1983) has called adaptability. He conceptualized a family's level of adaptability as ranging on a continuum from rigid adaptability patterns to chaotic adaptability patterns. The family with rigid adaptability patterns of behavior is unable to respond in a timely manner to the need for change. The family with this type of adaptability pattern often holds onto its current way of functioning when the situation

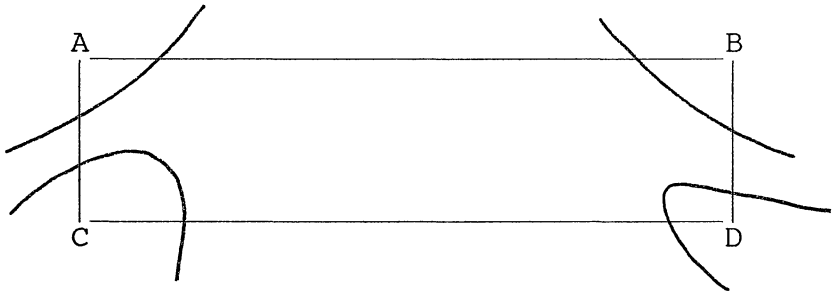
calls for change. This type of adaptability pattern is often seen in the overprotective parent who is unable to adapt to the increase in the personal skills of the child, and continues to respond to an earlier level of the child's personal skills.

The family with chaotic response patterns, at the other extreme, responds to anything by a change in the system resulting in a lack of system stability and continuity, which is often expressed in the family by feelings of insecurity. Most normally functioning families tend to operate somewhere towards the center of the continuum except during times of great stress to the family system (Minuchin, 1974; Walsh, 1982; Olson, 1983).

Boundaries. One of the functional demands which organizes a family's interaction patterns is the need to differentiate between family members within the family, and between the family as a group from those outside the family. Such boundaries can be internal, including those which separate parents from children. They can also be external, such as those which determine who is a family member and who is not. Boundaries also regulate the amount of information coming into the family system which assists the family system in maintaining the balance between stability and change. The system must constantly interact with the environment of which it is a part and boundaries must enable that system to accept useful information and

screen out information deemed unacceptable.

Because of these two roles of boundaries; differentiation and regulation, Minuchin sees the clarity of boundaries defining the health of a family's functions and interactions. He focuses primarily on the boundaries between individuals and subsystems within the family (1974). Minuchin proposes that the individuals in the family will vary in the amount of self which is engaged in the family and out of the family group in other systems. In Family Therapy Techniques (1981), Minuchin and Fishman diagram an example of the varying amounts of self engaged in the family system:



Source: Minuchin and Fishman, Family Therapy Techniques. (1981).

Figure 1. The Self in Relationship to the Family System

The rectangle represents the family structure and its

external boundaries. Each curve is an individual family member. Only certain segments of the self are actively involved with, and included in the family system. The range of behaviors permitted in the system are regulated by the family to ensure the balance between stability and change. The variety of behavior is determined by the family's ability to absorb and incorporate energy and information from sources outside the family system (Minuchin, 1981). It is the family's patterns of interacting both within the family system and outside of it which Minuchin sees as forming the structure of the family. In this way, boundaries are not only a part of the family structure, but may be responsible for the maintenance of the family structure.

Cohesion. The internal patterns of interaction of family members are conceived by Minuchin (1974, 1978, 1981) and Olson, et al. (1983) as indicative of the levels of emotional bonding between the family members. Both Minuchin and Olson conceptualize these as patterns of cohesion in the family ranging on a continuum, with enmeshment and disengagement at the two extremes. Enmeshment is characterized by diffuse, or blurred interpersonal boundaries within the family, and rigidity of boundaries between the family and the outside world. The range of behaviors acceptable to the family are strictly regulated, sometimes overregulated. New input from outside the system

or from family members is not easily incorporated. Autonomous behavior is discouraged. Family members are characterized by high levels of dependency on each other.

A system with extreme cohesion may easily lack the resources to adapt and change in response to the family members' needs. It is conceivable that family members will not always have the resources available within their boundaries necessary to function effectively and cope with every life situation. If the boundaries are too rigid, the system will not be sufficiently flexible to process needed information from the environment.

Disengagement, at the other extreme, is characterized by low levels of bonding between family members and high levels of individual autonomy. Boundaries between family members are rigidly defined. Boundaries between the family system and the outside world are indistinct and highly permeable; often not discernable as separate from other systems. The flow of information into the system is often indiscriminate, causing an overload which is equally as detrimental to the system's ability to function effectively as lack of information. As with adaptability, a normally functioning family tends to fall in the midrange on the continuum (Walsh, 1982; Minuchin, 1974; Olson, 1983).

It is important to note that types of adaptability and cohesion reflect preferences, or styles of transactions within families that develop over the family's developmental lifespan. They are not indicative of the quality of a

family's interactive processes. Cultural norms make it possible for families to function with a level of cohesion which would be detrimental in another family with a different cultural background. Life stages and their accompanying developmental requirements can also cause variation of interaction pattens away from the norm which may be very effective for the family's needs. Unique family situations may also require the family to respond differently. Patterns of behaviour and level of permeability in the family's boundaries will adapt to the needs of the healthy functioning family to provide a unique state of balance between stability and change in the system.

Home-schooling Background

Overview of Compulsory Education

Compulsory school law is, in most cases, an unquestioned legal requirement in our society. Entering school between the ages of five and seven is an accepted event in both the family and child development literature, and is often used to mark significant changes in family structure and roles. Compulsory school laws in some form are found in every state's statutes. It is these laws which the family who home-schools must usually deal with in their attempts to teach their children at home.

The first compulsory education laws in this country were enacted in the Massachusetts Bay Colony in the early

1600s as compulsory literacy laws. These laws allowed the state to take control of children whose parents were judged unfit to provide the proper education, as demonstrated by the ability to read. After the American Revolution, Massachusetts again led the way in legislation concerning the compulsory schooling of children with the enactment of the first state law to require students to attend school, in 1850. By 1918, school attendence laws had been passed in all states (Mondschein and Sorenson, 1983). In general, these laws require parents or guardians to ensure that their children are in school at specified ages for a certain period of time during the year. They are founded on the belief that universal education prepares children for citizenship and promotes the general good of the nation (Mondschein and Sorenson, 1983; Harris and Fields, 1982).

This has been further recognized and articulated by the United States Supreme Court which commented that the legitimacy of the states' interest in education of children are the impetus behind compulsory laws. The court further noted that education prepares individuals for participation as a citizens in this country and enables them to be a functioning member of society (Mondschein and Sorensen, 1983).

Effects of Compulsory School Laws On Home Education

The decision to educate children at home is not a new

phenomena. Prior to the establishment of public education in the United States, home instruction was the most common means of education. The parents were usually the primary educators. Compulsory school law has not precluded this kind of parental involvement. The right to educate a child at home has been granted in a majority of states under certain conditions. Ten states explicitly permit home instruction in their compulsory school attendance statutes (Arizona, Colorado, Florida, Missouri, Nevada, Ohio, Oregon, Utah, Virginia and West Virginia). While not providing specifically for home instruction, private instruction or tutoring is provided for in the statutes of ten other states (Alabama, Alaska, California, Connecticut, District of Columbia, Hawaii, Iowa, Pennsylvania, Rhode Island and South education while not specifically mentioning it as an alternative (Indiana, Illinois, Massachusetts, New Jersey, New York and Oklahoma).

Mondschein and Sorenson (1982) note that the states which have statutes explicitly providing for home education or instruction have witnessed little or no litigation on the issue. However, in states which do not explicitly provide for home education or instruction in their compulsory school laws, adjudication by the courts has been necessary to determine whether home education would be permissible under the compulsory attendance statutes, and this has not been without risk to parents who have attempted to teach their children at home. Nolte (1982) commented that parents have

experienced criminal prosecution, misdemeanor charges, convictions for negligence or even having their children taken away.

Lines (1985) has pointed out that compulsory school laws have not been primarily directed towards the five million school-age children who decide not to attend school. Rather, they have been directed, in recent years, at families who choose to provide an education in a manner that is not approved by their community. She notes that it is more common for the compulsory education laws to be used to prosecute home-schooling parents than to prosecute for truancy in its classic sense.

It is usually the parents' responsibility to prove to the court that the alternative chosen is in compliance with the spirit of the law. Twenty-one states and the District of Columbia provide jail terms for those in charge of school-age children who avoid the statutes regarding compulsory education. Thirty-two states levy fines for non-compliance (Nolte, 1982). Of the fifty-four cases reviewed in Nolte's article, "Home Instruction in Lieu of Public School Attendance" (1982), approximately one-half (24) were found in non-compliance with compulsory school laws and one-half (29) were found in compliance with these laws (one case ended in a mistrial).

Not all families are taken through the court system under the compulsory school laws of their state. Frequently, the home school parents will be charged under

the abuse/neglect laws in the state, particularly in jurisdictions where the judge is reluctant to adjudicate truancy cases. In these cases, it has not been unusual for the children to be placed in court-ordered these court cases is apparent either between or within states. As a result, deciding to home-school children can be a risky decision for parents.

How risky this has been was discussed by Arons in his book, Compelling Belief: The Culture of American Schooling (1983),

> Even a brief listing of the consequences endured by those who seek official approval for home education is startling. In Iowa parents who educate their nine-year-old son at home are convicted of criminal violations. They appeal, are acquitted, and are threatened with renewed prosecution the next year. In Michigan a family is forced to send three of their children to boarding school 150 miles from home to avoid the threat of having their children made the wards of the court and sent to foster homes. In Massachusetts a family is accused of parental neglect for educating two teenagers at home, and the children are removed to the custody of the welfare department. After a long struggle, the family is split up and scattered over three states. Another family is told by a judge to comply with school requirements or move out of the state. In Rhode Island a couple is arrested for educating their daughters, aged eight and nine, at home. In Missouri a woman spends time behind bars because she does not believe her seven-year-old is ready for school (p. 88-89).

He went on to point out that in all of the above mentioned cases, the issue was the parents' failure to send their children to the schools that most people attend.

Oklahoma Compulsory Attendence Statute

In Oklahoma, as noted earlier, the compulsory school statute while not explicitly granting permission for home-schooling, allows a child to be in a public, private or other form of school during the time in which the schools of the district the family resides in are in session.

The Oklahoma courts have interpreted this statute to mean that: 1) a private school is not required to be accredited by the State Board of Education (Op. Atty. Gen. #73-129, Feb. 13, 1973), 2) a private tutor does not need to hold an Oklahoma teaching certificate as long as instruction is supplied in good faith and is equivalent in fact to the state run schools (Op. Atty. Gen. #73-129, Feb. 13, 1973), and 3) the requirements can be met by a means of education other than public or private school, although it may be challenged and the question of adequacy and sufficiency determined by a jury (Op. Atty. Gen. #72-155, May 1, 1972).

Oklahoma statute provides that any parent in violation of the compulsory school law will be guilty of a misdemeanor and subject to a graduating series of fines per offense not to exceed $100 with each day the child remains out of school, following a written warning or a court order to return, constituting a separate offense. In general though, if parents are providing for the education of their children with good intent they are not subject to prosecution by the State of Oklahoma. In actual function, the Oklahoma statutes comprise one of the most liberal compulsory school

mandates in the country.

In comparison to other states, Oklahoma's compulsory school attendence statute has allowed parents who choose to teach their children at home a great deal of freedom. There are no legislated requirements with which home school families must comply other than those already required for any school program in the state. However, the lack of a standardized mechanism for allowing children to be home-schooled has also made parents vulnerable to arbitrary requirements of the individual school districts and superintendents. Sexson (1988, p. 9) commented that "often the legitimacy of home-schooling is influenced more by local attitudes than by state laws." In the Tulsa Metropolitan area parents have been required to keep records verifying that they are in fact providing school instruction on the days in which the district is in session. In Payne County, where Oklahoma State University is located, Stillwater schools require verification on the means by which the parents will continue to provide for their children's education. Cushing Public Schools, in the same county has sometimes required the family to meet with a school official, and sometimes not. Meanwhile, a legal opinion prepared in 1980 by a former Assistant District Attorney for this county, stated that a parent was not legally obligated to notify anyone of their decision to home-school.

Home Education Rationale

Taylor (1986) described a family's decision to start a home school as based on motives which may be drawn from a larger gamut of potential causes. He notes that the specific reasons formulated by the parents are then elaborated by the family into an underlying home school rationale. Any attempt to assess the home school must examine the motives which parents most often recognize as prompting them to home-school.

There are many reasons for home-schooling cited in the literature (Holt, 1980; 1981; 1984; Kink, 1983; Linden, 1983; Benson, 1981; Feinstein, 1986; Moore R. and Moore D., 1979; Sheperd, 1986; Gustavson, 1981; Sexson, 1988). The reasons expressed by home school parents will be organized in this literature review in three categories to facilitate discussion: 1) parent/child interaction, 2) socialization and peer influence, and 3) quality and content of education. Where necessary, this review will examine other sources in the literature to provide the philosophical context of the home-schooling rationale.

Parent/child Interaction

One of the reasons cited in the literature motivating parents to home-school is the desire to spend more time interacting with their child(ren) (Gustavson, 1981; Holt, 1977; Kink, 1983; Benson; 1981). Home school parents

for a variety of reasons feel that their children will do better developmentally and educationally if they spend more time interacting with their parents at home (Moore R. and Moore D., 1979). Sexson (1988), in her interviews with home school mothers, found that

> ...among mothers in the group was a strong feeling that their children belonged at home and not in an institution. This was the most deeply held belief that cut across ideological boundaries in the group (p. 65).

She concluded that

> ...the act of home-schooling did not represent a desire for seclusion or isolation as much as it represented a desire to challenge the early separation of a child and parent that has become conventional (Sexson, 1988, p. 60).

The separation of the parent from the school-age child is so deeply ingrained in our society today, that the child development and family development literature often conceptualizes the time in which a child enters school as a developmental phase in both the child's and the family's life. There is reason to believe that the trend for parent/child separation during the daytime hours is being gradually extended to include children of even earlier ages, and for increasingly longer hours of the day.

Urie Bronfenbrenner, has written extensively regarding the effects of social change on children. He is often cited in home school articles and magazines. In his book, Two Worlds of Childhood: U.S. and U.S.S.R. (1970) he traced the

changes in parent/child interaction. He noted that since World War II, many changes have occurred in the patterns of childrearing in the American family which have gradually moved childrearing out of the domain of the home.

In his longitudinal study on parenting, on which the book was based, Bronfenbrenner (1970) pointed to a progressive decrease in the amount of contact between American parents and their children. As the amount of daily contact between parents and children has decreased, the function of the parents in relationship to their children has also undergone a transformation. Kennith Keniston (1977, p. 12) commented on this change in a report commissioned by the Carnegie Foundation on the status of the American family.

> Over the last centuries, families have not only been reduced in size but changed in function as well; expectations of what families do for their children have also been reduced. Mothers are no longer automatically expected to spend the whole day with their four year olds, fathers are no longer expected to train them in skills for a job.

Parents' roles have changed from that of service providers to service brokers. Kenniston (1977, p. 12) concurs that

> parents have had to take on something like an executive rather than a direct function in regard to their children, choosing communities, schools, doctors, and special programs that will leave their children in the best possible hands...

rather than serving as the direct source of these services.

Home school families often express the desire to be more directly involved as the experts and service providers in their children's lives (Henderson, 1977; Holt, 1977; Schemmer, 1985; Taylor, 1986). In fact, according to Sexson (1988) and others (Schemmer, 1985; Taylor, 1986) this may reflect a more individualistic and autonomous approach which is part of the families' structure and interaction patterns.

Nancy Wallace, a home school parent discussed this issue in her book, Better Than School (1983, p. 26).

> One of the most important lessons Bob and I have learned as home-schooling parents is that we have to be our own 'experts' in making decisions about how we live; we have to rely on our own judgement and knowledge of ourselves and our family.
>
> For too long, it seems, we have all been encouraged, pushed or even compelled (in the case of schooling, for example) to go to 'professionals' with formal training and 'expertise' - to doctors, lawyers, dentists, teachers, experts telling us how to do even the most ordinary tasks - how to lose weight, eat right, or have well-behaved children. We even seek out experts to help us decorate our home or organize our closets. But the more we rely on those experts, the more helpless we become and the more useless we feel.

She goes on to point out that her experiences with home-schooling were really experiences with learning how to trust her instincts and knowledge to raise her children herself.

Socialization and Peer Influence

Socialization is usually conceptualized as the

acquisition of skills, values and a moral/ethical framework necessary to participate in a healthy and positive manner in society. Historically, socialization was the primary responsibility of the parents. However, Urie Bronfenbrenner (1970) has pointed out that American society has given decreasing prominance to the family as a socializing agent. Instead, it has increasingly viewed socialization as a process which takes place in the interaction between peers. Because interaction between peers is most likely to happen in a school context, it has frequently been associated with the educative process.

Williams (1984) notes that one of the major criticisms of home-schooling has been that children in home schools will not be able to take advantage of the socialization process associated with conventional-schooling. However one of the major reasons cited in the literature for why parents choose to home-school is because they do not feel that this is an advantage. They feel that their children will be better socialized at home. Several sources report that concerns about negative peer influence in the schools are an important reason why parents choose to home-school (Holt, 1981; Moore and Moore, 1981, 1982, 1983, 1984; Taylor, 1986; Sexson, 1988; Benson, 1981; Linden, 1983; Kink, 1983).

Kink (1983) noted that home-schooling parents have usually not studied child development research when they question the effects of compulsory schooling on the well-being of their child(ren). In some cases, either the

parent, friends or relatives noticed what they perceived as negative effects of public schooling prior to home-schooling their children. Either the child would not do well scholastically, or would experience a noticable change in attitude or behavior, or would experience a series of negative interactions with peers. In her research sample of Sacramento-area home-schooling parents, negative peer influence in the schools was ranked as the primary reason for choosing to home-school. "Removing their children from the presence of other children of whom they did not approve was a vital concern to home-schooling parents (Kink, 1983, p. 72)."

Williams (1984) concurred with Kink's findings. He pointed to the child's unsuitability for conventional schooling and parents' desire to protect their young from negative interactions with peers as two very important reasons for choosing to home-school. He also noted that not all home school parents made this choice based on a child's negative experience. In some of the cases he studied, the children never went to public schools. However, he pointed out that nearly all the parents had been to schools themselves and, based on this experience, felt this manner of schooling was unacceptable for their own children.

Even though parents do not usually examine child development research prior to deciding to home-school, there are several sources in the literature which appear to reflect the concerns raised by home-schooling parents.

The increased amount of time that children spend with their peers concerned many parents as well as professionals in the child development field, who viewed this as having a negative effect on children and their socialization. Urie Bronfenbrenner (1970) warned that if children continued to utilize institutional care at the expense of time spent with parents, other adults and older children, the resulting vacuum would be filled by the age-segregated peer group. He pointed to segregation by age resulting in increases in alienation, indifference, antagonism and violence among children in all segments of the society. He further noted that children who are limited to significant contacts with only peers have no means of learning patterns of cooperation and mutual concern, and become peer dependent.

Bronfenbrenner and others (Holt, 1981; Moore, 1979) view socialization as a process in which children need socially competent adults to model norms, values and social skills. Bronfenbrenner (1970) explained that qualities such as mutual trust kindness, cooperation and social responsibility are not inborn, but have to be learned from other human beings who in some measure have these qualities themselves. Moore and Moore (1979) agreed with Bronfenbrenner when they noted that values and positive self-concept are originally acquired in relation to significant, positive adults.

The Moores (1979) presented arguments for delaying the age at which children enter the school system. They

questioned the effect early association with peers would have on a child's self-concept, often seen as the precursor to adequate socialization. They were concerned that the child's self-concept would not be developed enough to withstand negative peer pressure unless he/she was allowed to remain in a relatively secure environment until as late as the age of ten.

The effect of home-schooling on a child's self-concept was the focus of research for a dissertation by John Wesley Taylor (1986). He, as did many others, focused on self-concept as an indicator of socialization. Utilizing the Piers-Harris Children's Self-Concept Scale (PHSCS) he compared home-schooled children and more conventionally-schooled children. His findings favored home-schoolers over the conventionally-schooled children. He found that:

1) the self-concept of home-schooling children was significantly higher ($p<.001$) than that of the conventionally-schooled population,

2) the more years a child spent in the home school environment, and the earlier he/she entered the home school environment, the higher their self-concept, and

3) regarding nearly all items on the PHSCS, the home-schooling sample scored more favorably than the conventionally schooled participants.

Quality and Content of Education

Several issues are mentioned in the literature

concerning the quality and content of education which motivates parents to either take them out of school or never enroll them. Of these issues, structure, content and process tend to be mentioned most often.

Structure. Parents who home-school often express that the schools are too structured (Holt, 1981) or not structured enough (Moore, 1979). Those parents that view school as too structured often feel that their children spend too much time on 'busy work' and are not allowed the time to pursue their natural interests (Holt, 1981; Kink, 1983). They express a concern that their child cannot be creative in the school environment, and cannot be treated as an individual. Both Williams (1984) and Sexson (1988) found that the home school families they examined placed great value on independent thinking, and felt it could be better nurtured in their children in a home environment. Kink noted that these parents often felt that discipline in the schools stifled their children's independence and creativity for the sake of conformity to school procedures (1983).

Parents who feel school is not structured enough point to the lack of discipline in the schools. They feel that the school environment is too chaotic for significant learning to take place, and report various stress-related illnesses that were resolved by taking their children out of school (Holt, 1981; and Kink, 1983). A mother from Indiana

was quoted in Holt's book (1981, p. 31) as saying:

> Let me tell you what happened to our son after we removed him from a local public school's first grade last November. He stopped wetting his bed, he stopped suffering from daily stomach upsets and headaches and he has not had a cold for six months, although he averaged one cold a month while attending school.

Other parents point to a concern with the higher incidence of school violence and drug use as reasons for wanting to home-school their children.

Content of the Curriculum. The content of the curriculum concerns many parents. Those parents from a strong religious background feel school views, in such areas as humanistic thought and evolution, conflict with those values that the family feels are important (Moore, 1979). Many parents feel that school curriculum has moved away from the basics; that children do not read enough classic literature, that textbooks do not promote an appropriate sense of patriotism (Moore, 1982). These parents choose to home-school because they may select textbooks and other materials which more closely reflect their lifestyle and values (Kink, 1983).

Education as Process. Williams (1984) and Sexson (1988) as well as others in the literature (Holt, 1981; Kink, 1983) note that home school families value learning as a process. Williams (1984) noted that the parents of home-schooled children stress learning how to learn as opposed to

placing emphasis on the learning of facts.

> They perceive schools to be focused more on transmission of information. They would rather emphasize helping children love to learn, feeding their curiousity, encouraging inquisitiveness, and building independence from teacher structure and direction (Williams, 1984, p. 9).

He further points out that while these families acknowledge that an attitude towards learning as a process is possible in a school setting outside the home, home-schooling parents feel that it will be more encouraged in the home.

Kink (1983) said that for a variety of reasons, academic success has been consistently linked with home-schooling. Judicial litigation of home school families under compulsory school laws and changes in compulsory school laws themselves have resulted in an increase of standardized achievement testing of home-schooled children, which has been reported in the literature in the last ten years. Moore (1984) indicated that home-schoolers taken to court for non-compliance with compulsory school laws usually average close to thirty percentile ranks higher on standardized achievement measures than their conventionally-schooled peers. Linden (1983) and McCurdy (1985) concurred with Moore, that home-schooled children tend to score higher on achievement tests.

According to Pitman (1986), Departments of Education in Alaska and Arizona have begun routinely testing home-schooled children. Other states, such as Oregon, California

and Tennessee have also begun testing the educational achievement of home-schooled children. "Growing Without Schooling", a resource newsletter for home-school families, reported on the results of achievement tests conducted by the Tennessee Department of Education:

> Home school students in grades 2, 3, 6 and 8 scored higher in every major area than the statewide average. For example, on the Stanford Achievement Tests, 75 second grade home school students scored 43 points above the national average - in the top 7% of all students in the nation (p. 2).

The report went on to say that the reading average for home-schooled students on the Tennessee Stanford Achievement Test was 31 points higher than their public school peers. In math, home-schooled student's average score was in the top three percent nationally and was 15 points higher than their public school peers. These high scores were repeated in the other areas tested in the Tennessee tests.

Alaska, a state which provides home-schoolers with a state-supported home correspondence program, is beginning to have longitudinal data on achievement test scores. Greene (1984) found that not only do students doing home-based study out-perform their classroom-based peers at all grade levels, in both verbal and math skills, but the longer a child is involved in the home correspondence program, the more likely he/she is to perform better than classroom-based peers.

Taylor (1985) suggested that high achievement scores

among home-schooled children may be a reflection of the quality of home-based education, or may be the result of other factors such as individualized attention, parents' valuing of education, or the effect of a learning environment in which specific learning is constantly affirmed.

The Effects of School on the Family: The Home School Family And its Environment

School as a Nodal Event In Family Development

Olson (1983) noted that many life events and transitions occurring in a family unit over its life course may be considered normal in that they are expected to happen. Children grow up, parents become grandparents; there is a commonality of experience shared by families over time which has been viewed by many in the literature as life cycles or stages (Olson, 1983; Carter and McGoldrick, 1988; Duvall, 1977; Solomon, 1973; Rodgers, 1960; Hill, 1970). (For the remainder of this study, life stages will be the term used to refer to these life events or transitions.)

It is these life stages which have been viewed as the stepping stones in a family's development. A variety of characteristics have been used to identify life stages. Duvall (1977) and Rodgers (1960) defined them by nodal

events such as marriage and retirement. Hill (1970) conceptualized life stages as points in time accompanied by complexes of roles. These two views appear to be the most common in the recent family literature which proposes looking at the family as a system marked by predictable developmental milestones (Carter and McGoldrick, 1980, 1988; Nichols and Everett, 1986). Olson's study of normal families across the lifespan developed a typological approach which encompassed both of these characteristics within a family systems framework. Olson's work forms the underlying basis of this study.

For most of the families in our society, having children go out of the home for school is an event considered normal to a family's development. Both the family development literature and the family systems literature has viewed the time at which children begin school as a pivot point in a family's development. Schvanevelt and Ihinger (1979) proposed that a child's involvement in school will result in the family having increased contact with the community. "Children serve as socializing agents for parents insofar as children lead their parents to a number of activities outside of the family context (1979, p. 457)." Barnhill and Longo (1980) identified the key transition issue for the family at this life stage as helping the child establish independent relationships with school, sports groups, church and so forth. Olson (1983) viewed the family's developmental tasks

at this life stage as a) fitting into the community of families of school-age children in constructive ways and b) encouraging children's educational development.

The Circumplex Model And Family Development

In his study of normal families across the developmental life cycle, Olson (1983) examined the structure and interaction patterns of families utilizing the Circumplex Model and FACES II. The Circumplex Model is an attempt to integrate family systems theory with assessment It is the result of a conceptual clustering of concepts from six social fields (Olson, et al., 1979, 1980), out of which emerged three dimensions: cohesion, adaptability and communication. Since communication is seen as primarily a facilitating dimension, it is not graphically represented in the Model.

Dimensions of the Model

Family cohesion is the emotional bonding that the family members have toward one another (Olson, et al., 1979).

> At the extreme of high family cohesion, enmeshment, there is overidentification with the family that results in extreme bonding and limited individual autonomy. The low extreme, disengagement, is characterized by low bonding in the family (Olson, et al.,1983, p.53)

It is conceptualized on a continuum with extremely low cohesion on one end, and extremely high cohesion on the other:

disengaged family system.....enmeshed family system
(low cohesion) (high cohesion)

Family adaptability is the ability of a family system to change its structure, relationships and role responsibilities in response to situations and developmental issues which cause the family stress. It is a gauge of the family's efforts to balance stability with needed change As with cohesion, adaptability is conceptualized on a continuum with rigid family systems at one end and chaotic family systems at the other end:

rigid family systems.....chaotic family systems
(low adaptability) (high adaptability)

Families with rigid family systems have difficulty changing, even when situational or developmental factors make it appear that change is necessary. Families with chaotic family systems, tend to respond to any stressor by changing, with the result that the system often experiences extreme instability.

Olson postulated that in most cases, a balance on the two dimensions is indicative of a family who is adequately functioning, because balanced family systems will tend to allow its members a larger set of behaviors to choose from

and will be able to change more readily than extreme types. He cautioned that it should not be assumed that families who fall somewhere in the midrange on these continuums always function in a moderate manner.

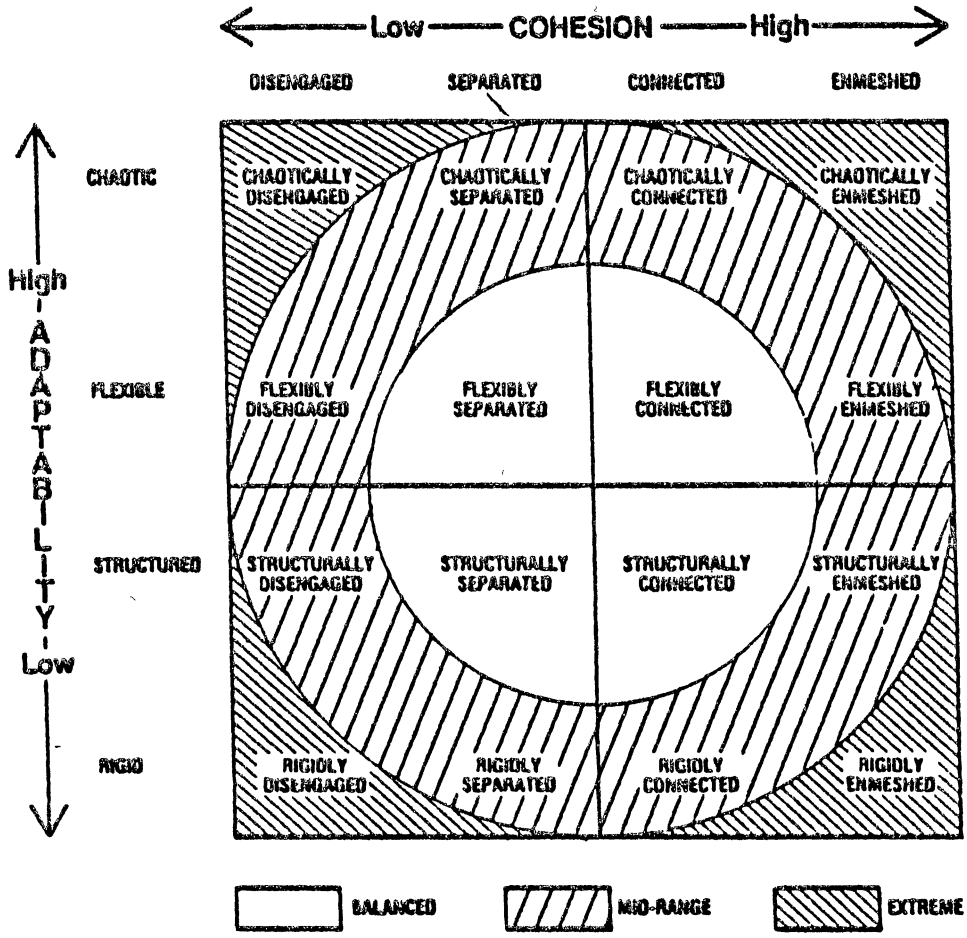
> Being balanced means a family system can experience the extremes on the dimensions when appropriate, but they do not stay at these extremes for long periods of time. For example, families in the central area of the cohesion dimension allow family members to experience being both independent from and connected to their family. Both extremes are tolerated and expected, provided an individual does not continually function at the extreme (Olson, et al., 1983, p.59).

On the other hand, he notes that extreme family types "tend to function only at the extremes and members are not expected or able to change their behaviors (p.59)." It is also important to note that not always will families who are balanced on these two dimensions be the families who are optimally functioning. As will become apparent later in the discussion of Olson's findings with families of school-age children, at different life stages it is possible for a family to fall elsewhere on the continuum for these dimensions and still be able to function effectively or even optimally for their life stage.

Description of the Circumplex Model

Utilizing the Circumplex Model, it is possible to describe family types. In each of the two dimensions, cohesion and adaptability, there are four levels. The four

levels of cohesion, according to Olson (1983), are (from low to high): disengaged, separated, connected, enmeshed. For adaptability, the four levels are (from low to high): rigid, structured, flexible and chaotic.



Source: Olson, et al., Families. (1983).

Figure 2. Circumplex Model

Putting them together forms sixteen types of families (see Figure 2). Once families have been determined to be one of the sixteen family types in the model, it

> becomes possible to reduce the sixteen types to three more global types: Balanced, Mid-Range, and Extreme. Balanced families are those that fall into the two central cells of both cohesion and adaptability. Mid-Range families are those that fall into one of the extreme cells on one dimension and a central cell on the other dimension. Extreme families are those that fall into an extreme cell on both dimensions (Olson, et al., 1983, p.16).

Families of School-age Children And the Circumplex Model

In his study of normal families (1983), Olson identified seven life stages. Of these life stages, only one, Stage 3: Families With School-Age Children (i.e. families in which the oldest child is between the ages of six and twelve years of age), is pertinent to this study and will be discussed here.

There were 129 Stage 3 families in Olson's study. There were an average of two children per household, and the mean age of the oldest child was nine years old. The average ages of the father and mother were 35 and 33 respectively. Most of the families lived in towns with populations between 2,500 and 25,000. Half of the mothers and fathers had some college or technical training (27%), or four years of college (23%). The average annual income was between $20,000 and $29,000 with most of the men employed

full time, and a third (35%) of the women employed part-time, although half of the women (49%) reported homemaking as their principle occupation.

The data in Olson's study clearly demonstrated that what may be considered an optimally functioning family will differ at each stage of the family life cycle. Family cohesion was at its highest among the families in the first two stages, showing its first significant drop during the period between stage 3, and stage 4 which signals the beginning of the children's adolescent years. It would appear that as children begin their school years, there is a concomitant decrease in the high levels of cohesion which were more acceptable (and maybe even necessary) in the families with young children. Scores for family adaptability steadily decreased from stage 1 (Young Married Couples Without Children) through stage 3.

Olson noted in this study that the two main tasks of the families of school-age children are education and socialization. Because of these tasks, he noted that families with school-age children experience an increase in family-related demands.

Even though a family decides to teach their child(ren) at home, the school-age child will have developmental needs similar to his/her peers. Families will still need to help the child(ren) establish independent relationships. They will still need to find a place in their community and have interaction with other families with like-age children.

They will still need to support their child(ren)'s educational development. In other words, there are similarities that the home school family has with others in their developmental life stage. There are also differences. These similarities and differences will be made clearer by an examination of the home school family and the family whose children are conventionally-schooled.

The Home School Family: A Comparison

There are several experiences unique to the home school family. Usually, it is the mother who is primarily responsible for the day-to-day function and supervision of the home school (Linden, 1981; Holt, 1984; Benson, 1981; Shepherd, 1986). Children and parents spend an increased amount of time together, and children are able to observe more adult activity. The children tend to participate more in the day-to-day workings of family life (Holt, 1984; Benson, 1981; Kink, 1983; Feinstein, 1986). Younger children may not always have as much undivided attention from the mother, however they often have older siblings who are available to spend time with them and teach them (Holt, 1984; Williams, 1984; Reynolds and Williams, 1983). School-age children have somewhat less time with peers, and more time with adults (Feinstein, 1986; Taylor, 1986). Because home-schooling is still a relatively uncommon and controversial practice, families are often faced with negative community reaction as well as negative reactions

from relatives and friends (Holt, 1984). More of the family time and resources must be tied to home-schooling the children resulting in less time and resources in response to other needs (Williams, 1984; Reynolds and Williams, 1983) Parents and children may experience role conflicts when parents combine the teacher/parent role and children combine the student/child role (Williams, 1984; Greene, 1984).

Kenneth Terkelsen (1980) has conceptualized two types of life stage developments which have an effect on the family's structure and interactions: first order developments and second order developments. First order developments involve minor methodological changes primarily in the family's interactions. They tend to be centered around mastery and adaptation, such as a child learning to dress itself. Second order developments, on the other hand, substantially alter the main structure of the family and often involve changes in status and meaning. Second order developments can trigger major transformations in meaning and occur less frequently in the family.

There are two types of events in the family which signal transformations in structure. Normative events are one type of transformation, and arise out of the family's procreative and childbearing functions. A child entering school is one such event. Paranormative events are the other type and encompass such events as miscarriages, divorce, or serious illness. Paranormative events are not considered a normal part of family development, in that they

are unexpected and unanticipated events.

When a child enters the educational system, usually around the age of six, it has many potential effects on the family's structure and interaction patterns. When a family opts instead to home-school the child, it too will have effects on the structure and functions of the family as it strives to accomodate the additional tasks and roles. Based on the literature, the following is a comparison of the impact the educational experience has on the home-schooled child(ren) (HSC) and his/her family with the conventionally-schooled child(ren) (CSC) and his/her family.

CSC 1.

In this family, there is a necessity to be more disciplined about sleep times and awaking times to ensure the child has adequate rest and gets to school on time. This may have the effect of changing the control of scheduling from centering around parental needs to the child's needs.

HSC 1.

The home school family does not need to be as disciplined about time. Although families vary in what kind of school schedule they keep, most choose to accomplish the structured learning during the morning hours. While scheduling does become more focused on the child's needs, it is usually not dictated by an outside source (unless

required by law) and remains in the control of the family system.

CSC 2.

The conventionally-schooled child spends less time at home. Interactions with the other family members must become more intentional and involves planning. The family may initially experience feelings of separation/alienation until this is accomplished. Interaction with peers is less controlled by the family system.

HSC 2.

The home-schooled child continues to spend most of his/her time in the home environment. However, interaction outside the family must be more intentional and involves planning, to ensure that the child's developmental needs for independence are met. Interaction with peers is more controlled by the family system than the child's conventionally-schooled peers.

CSC 3.

The conventionally-schooled child spends less time with siblings and others who are older and younger upon entering school.

HSC 3.

The home-schooled child spends more time with siblings

and adults.

CSC 4.

When the child enters school, the mother has more time to spend in other ways. She may spend more time with siblings in the home. She may pursue a career or go to school. Parents of the school child have more time for other children or for personal activities.

HSC 4.

Because the child not only remains at home, but goes to school at home, parents take on additional responsibility. This may result in less time for other children, or for personal activities.

CSC 5.

Parents begin to be involved in outside institutions and groups in a parent role. These involvements are mediated by the child as the result of his/her involvement in the school, i.e. PTA, sports activities, school band booster clubs, etc.

HSC 5.

Parents begin to be involved in outside institutions and groups in a parent role. However, these involvements are usually initiated by the parents and are more controlled by them.

CHS 6.

Although a large portion of educational expenses are accounted for in taxes, parents must still pay for band instruments, miscellaneous school supplies, uniforms and other items generated by the school environment.

HSC 6.

In addition to the amount taken out in taxes for public schools, parents must allocate money for the educational supplies and curriculum materials of their choice. This results in less money available for other family needs, particularly since one of the parents must also usually stay out of the workforce. However, the family has greater control over identifying and prioritizing educational expenses.

CSC 7.

Parents and teachers are separate people with separate functions. The educational environment is more defined as is the educational process. However, because of this parents only have a general understanding of what the child is learning and have a harder time monitoring the child's progress.

HSC 7.

The parent/teacher role and the child/student role are

combined in the home setting. This can often lead to role conflicts. However, the parent has a more focused understanding of what the child is learning because the parents maintain control over the learning process. The home becomes a learning environment. Learning tends to be extended as it overlaps with all the daily family interactions.

As can readily be seen here, the home school family retains a greater degree of autonomy and control regarding their child's life in general than is maintained by the family with a child who is conventionally-schooled. (Refer to Appendix A for comparison summary.)

Coping Strategies and the Home School Family

Overview

The increase in demand on the family of school-age children can generate considerable stress (Olson, et al., 1983). As families experience an increase in demands on their time and resources, they must develop ways to address the needs and problems which arise.

Coping is a process in which the family attempts to maintain stability during its development by meeting needs and dealing with problems. Olson points out a family's strategy for coping is created and progressively modified over time. He notes that a family's strategy must achieve a

balance that facilitates organization and unity while also promoting individual growth and development (Olson, et al., 1983). This view is consistent with Wertheim (1975) and others (Benjamin, 1982; Andolfi, 1979; Minuchin, 1974; Whitaker, 1978) who, as mentioned earlier, view the family system as having both morphogenic and morphostatic properties, i.e. are both change enhancing and stable. Coping strategies, then, are the interface mechanism in the family system facilitating the interaction between change and stability.

A review of family-orientated coping studies for the 1980 Journal of Marriage and the Family Decade Review suggested four functions of family coping behaviors, which were reported by Olson (1983):

> Coping behaviors can potentially: (1) decrease the family's vulnerability to stress, (2) strengthen or maintain those family resources that serve to protect the family from the full impact of problems, (3) reduce or eliminate the impact of stressor events and their specific hardships and, (4) involve the process of actively influencing the environment by doing something to change the social circumstances to make it easier for the family to adjust to the difficult situation (Olson, 1983, p.136).

McCubbin (1979) viewed coping behaviors as integral to the family's repetoire of adaptive behaviors. Olson expanded this. Family coping, according to Olson, is more than a family's response or adaptation. He noted that it must be viewed both as a set of interactions between family members and a series of transactions between the family and

the community in which they are a part.

Assessment of Family Coping

When a child first enters school has been noted as a time in which intrafamily strains and demands on the primary parent (usually the mother) increase. Probably no single factor contributes more to the family's stability during times of stress and change than its ability to develop effective coping responses. The Inventory on Family Coping (F-COPES) was used in Olson's study, and has been proven to be useful in studying coping strategies within different family types (Balanced, Mid-Range and Extreme). It was designed to "identify effective problem-solving approaches and behaviors used by families in response to problems or difficulties (Olson, et al., 1983, p.141)."

As mentioned earlier, coping strategies can be seen as transactions which occur within the family or between the family and the community. F-COPES calls these internal and external strategies, and assesses two internal strategies and three external strategies, which Olson notes represents only a small number of the coping responses actually utilized by families.

Internal Family Coping Strategies

The two intrafamilial coping strategies assessed by F-COPES are reframing and passive appraisal.

Reframing

Reframing examines the different types of meaning a family will attach to an event or situation.

> It is the family's ability to redefine a demanding situation in a more rational and acceptable way in order to make the situation more manageable. It assesses the family's ability to tackle obstacles, to display confidence publically, and to initiate problem-solving strategies early on in the experience. Equally important, reframing assesses the family's ability to identify selectively which events can be successfully altered and which are beyond one's control. Those that are beyond one's control are redefined in a way that makes it easier to accept (Olson, et al., 1983, p. 143-144)."

In Olson's study of normal family development, he found no differences in scores for reframing from one life stage to another. However, he found that the average score pointed to parents using this strategy more often than the other strategies in the F-COPES inventory.

Passive Appraisal

Passive appraisal functions as an avoidance mechanism in the family's repetoire of coping strategies. It involves viewing events or situations as something that will resolve themselves over time. In Olson's study, he found that family's indicated relatively little emphasis on this strategy. However, he did note some differences by life stage, with families tending to use passive appraisal more during later life stages (such as retirement) than during

earlier stages such as those families with school-age children. He commented

> it is possible that the major stressful life events and strains that occur during the earlier stages can be managed best by acknowledging one's responsibilities and taking charge more quickly (1983, p.145).

External Family Coping Strategies

F-COPES examines three types of support strategies: acquiring social support, acquiring spiritual support and acquiring formal support i.e. mobilizing the family to acquire and accept help from formal helping institutions

Acquiring Social Support

Acquiring social support is one of the primary mechanisms for coping with a family's developmental demands and the accompanying stress to the family. Informal networks of family, friends, co-workers and neighbors are often considered to be the most predominant means of social support.

> People generally use these informal networks more readily than they use more formal networks such as community agencies and professional services Olson, et al., 1983, p.149).

House (1981), after reviewing many studies, noted that esteem support appeared to be the most important kind of social support, i.e. the kind of support usually acquired through interpersonal interactions with people who show

personal emotional concern. Olson (Olson, et al., 1983), pointed to other studies, (Croog, et al., 1972; Burke and Weir, 1977; Hamburg and Adams, 1977) which show that families are better able to handle both normative and unanticipated stressor events when the families are, "(1) connected to a supportive network and (2) actively involving this network in the problem-solving process (Olson, p.149)." In his study of normal families, Olson, et al. (1983) found that while husbands in general placed less emphasis on this strategy, wives appeared to value and utilize social support across all the life stages, and particularly in Stage 3, Families with School-Age Children.

No issue has appeared more problematical to the home school family than its ability to attain social support. This study takes as its definition of social support the one advanced by Cobb (1976) and reported by McCubbin, et al. (1980, p. 133).

> Social support is information exchanged at the interpersonal level which provides (1) emotional support, leading the individual to believe that he or she is cared for and loved; (2) esteem support, leading the individual to believe he or she is esteemed and values; and (3) network support, leading an individual to believe he or she belongs to a network of communication involving mutual obligation and mutual understanding.

The three main sources of support identified in the Decade Review (1980), are community members (such as neighbors and friends), family, and mutual self-support

groups. The Decade Review reported that a study conducted by Litwak and Szelenji (1969) found neighbors and friends to be instrumental in providing short-term assistance such as babysitting. Hill (1970) found that family is also an important source of support and assistance. Yet it is family and friends, as well as other members of a home school family's immediate community who are apt to react in a negative way to the family's decision to home-school. The most common response is a withdrawal of assistance and support. The negative response and concomitant withdrawal of assistance and support is likely to be alleviated over time, but for home school families, probably the biggest source of support during the first few years of home-schooling is likely to be mutual self-support groups and home school publications, because of their positive affirmation of home-schooling and ability to respond in a sympathetic and knowledgable way to the home school family's needs.

Acquiring Spiritual Support

Religious beliefs are often relied on by families experiencing uncertainty or stress brought on by change or increasing life demands. Olson notes that religious beliefs may assist families to deal with social ambiguity by "acting as a reference point for social norms and expectations that guide the family in stressful situations (1983, p. 148)." This may be particularly important in situations where

unusual characteristics or circumstances make it hard for the family to find reference points and/or support from their usual support network, such as in the case of home-schooling. Families who use this strategy utilize the advice of ministers, attend church services and participate in other church activities, and express faith in God. This coping strategy was considered important throughout the life span in Olson's study, however wives emphasized this strategy more as did families in the first two life stages (Young Couples Without Children, and Childbearing Families and Families with Children in the Preschool Years).

Acquiring Formal Support

Mobilizing formal supports for the family has been primarily seen as a supplemental resource for families, to be used if the more informal support system is unable to provide these supports. Olson comments, "often they are referred to as the 'safety net' resource a community provides to those families experiencing prolonged periods of stress (Olson, et al.,1983, p.151)." They may be also utilized more heavily with families for whom informal support has been withdrawn, which is not unusual in the case of home school families. This coping strategy assesses the "...extent to which families make an effort to seek assistance from more formalized networks of support such as community agencies and from professional persons (Olson, et al., 1983,p.151)." Olson's study found that in general, families tend to use this strategy sparingly.

CHAPTER III

METHODOLOGY

Overview

The purpose of this study was to describe the structure and function of home-school families using a family systems framework, and to group them by family type. In recent years, several research instruments have been developed and utilized which allow for a systematic examination of families, notably through the use of typologies. Typologies enable a researcher to classify and describe families on a number of variables and to group families by these variables (Olson, Russell, Sprenkle, 1980). Typologies establish a linkage between family systems theory and assessment. Such multi-level assessments have been found to be more appropriate for examining families from a system's perspective than assessment tools which have been designed for use with individuals (Cromwell and Peterson, 1983).

Research Design

Because so little is known about home school families' structure and functions, it was decided to conduct a

descriptive study which will be the pilot study for a later dissertation. Descriptive research allows the accumulation of a data base which can facilitate further research. This is particularly important for the study of little known groups. The inclusion of comparative elements into the design was indicated, as it permits the simultaneous measurement of several variables and their interrelationships. Research to date regarding this population has been unable to generate overall similarities within the population in a clear and systematic manner. It was decided that the use of a typological assessment in combination with elements which are specifically focused on this population will allow particular family types in this population to emerge which can be validated with further study.

The typological assessment tool functioned as the core of this study. Methodologically, typologies enable an investigator to

> (1) pool statistical variance across a number of variables uniquely related to each type; (2) empirically discover more stable and meaningful relationships between variables and types; and (3) translate the findings directly to couples and families rather than to variables (Olson, et al., 1980, p. 249).

Research Sample

The sample population consisted of twenty-five families in Oklahoma who were currently home-schooling at

least one child between the ages of six and twelve years old, at the time in which the study was conducted.

Due to the low visibility of these families, it was difficult to select a true random sample. The most visible and accessible home-school families in Oklahoma have membership in one of several home-school support groups or utilize two national resource and support organizations. The initial contacts for this study came from the membership lists of the following support groups and organizations:

Oklahoma Christian Home Educators
OK Central Home School Support Group
Oklahoma Home School Association
Cushing Home School Association
Growing Without Schooling
Hewitt Research Foundation

Each of the initial contacts for this study were asked to list other home-school families known to them. Additional participants were acquired through these responses.

The instrument was filled out by the home-schooling parent who a) had the most day to day responsibility for the children and b) had the most responsibility for the structured learning of the children on a daily basis.

Instrumentation

There were three instruments used for the questionaire in this study. The first instrument was Family Assessment

and Profile. The other two instruments were F-COPES and FACES III, which have frequently been used as assessment tools for research regarding family coping styles and typology.

Family Assessment and Profile

This section of the questionaire was developed for this study. The Family Assessment gathered demographic data. The Family Profile gathered data on needs and problems which had been pulled from a review of the home school literature, particularly issues of Growing Without Schooling and the case study of home-school families by Reynolds and Williams (1985). It provided a profile of the home-school family which was used in two ways. First, it narrowed the focus of the study. FACES III, and F-COPES address family system issues in a more general way. The information from this section was combined with data from FACES III and F-COPES in order to develop a typological view of home school family systems. Second, the data gathered in this section provided contextual framework for the data from FACES III and F-COPES in its application to home school family systems.

F-COPES

Since home-schooling is an activity which is outside the societal norm for the education of children, it is often accompanied by negative reactions from family,

friends and other community members. The experience of both actual negative reactions from others as well as the fear of negative reactions from others appears frequently in the literature. In addition other stresses impact on family life some of which can be identified as common to the home school experience, and some of which are part of the day to day life of any family. It was felt that an instrument which identifies the attitudinal and behavioral strategies which are used by families in response to problems or needs, when correlated with data from FACES III, would further differentiate types of home school families as well as provide valuable information on how home school families cope with stress in an environment in which common support mechanisms may be unavailable to them.

F-COPES identifies two broad categories for the strategies that families use to cope with stress: internal coping strategies and external coping strategies. Internal coping strategies are intrafamilial. They can be viewed as interactions taking place within the family in response to a stressor. External coping strategies are coping strategies which involve transactions between the family and the community.

F-COPES is a 30-item instrument with an overall internal reliability of .77 (Chronbach's alpha). It has eight scales which are grouped into the two dimensions. Of these scales, three are in the internal coping dimension and five are included in the external coping

dimension as follows:

Internal Family Coping Patterns

Confidence in Problem Solving. These four items assess the family's appraisal of problems and their sense of mastery in dealing with events that are unexpected.

Reframing Family Problems. The four items in this scale consider the family's perception of stressful events, i.e. whether they view change in a positive, negative or more neutral manner.

Family Passivity. These four items emphasize inactive or passive behaviors a family might utilize, such as avoidance, to alter the outcome when the family lacks the confidence in their ability to impact events.

External Family Coping Patterns

Church/Religious Resources. These four items assess the family's involvement with religious activities and ideology as a means of support.

Extended Family. These four items examine activities which focus on obtaining support from relatives.

Friends. These four coping behaviors focus on involvement with friends to obtain social support.

Neighbors. There are three items in this scale which emphasize behaviors of the family which allow them to

receive help and support from neighbors.

Community Resources. These three items focus on the use of community agencies and programs for support.

FACES III:

The typological assessment tool which formed the overall basis for this study was FACES III developed by Olson, Russell and Sprenkle (1979, 1980). FACES III is a self-report instrument which allows an individual to describe his/her family on the dimensions of cohesion and adaptability. Through a conceptual clustering of variables used to describe families, they were able to identify these two central dimensions which appear to be prominent in the family literature (Olson, et al., 1983). A third dimension, communication, was seen as facilitating movement of the family within the cohesion and adaptability dimensions. It has been proven to have an overall alpha reliability of .90 and a test/retest reliability of .90 (Olson, McCubbin, Barnes, et al., 1983)

The instrument has nine subscales, with the cohesion dimension having five subscales and the adaptability dimension, four subscales. Subscales for cohesion are: 1) emotional bonding, 2) supportiveness, 3) family boundaries, 4) time and friends, and 5) interest in recreation. The subscales for adaptability are: 1) leadership, 2) control, 3) discipline, and 4) roles and rules.

This instrument is used in conjunction with the Circumplex Model, which is a graphic way of illustrating four levels of each of the two dimensions simultaneously. Placement on the Circumplex Model defines the family's typology. The four levels of cohesion range from low to high: disengaged, separated, connected and enmeshed. The four levels of adaptability also range from low to high: rigid, structured, flexible and chaotic. This translates into sixteen separate family types, although these types have been further delineated into three groups on the Circumplex. Those families whose scores place them at the two central levels for cohesion and adaptability comprise the four balanced types on the model. Those families whose scores were high for cohesion and adaptability make up the four extreme types on the model. The third group is comprised of the eight types whose scores were extreme only one dimension, is considered the midrange on the Circumplex. It is assumed that some of the types will occur more frequently than the others, and in fact most research has shown that normally functioning families tend to function more often in the balanced to midrange area on the Circumplex over the family's developmental lifetime. (See Figure 2.).

Data Collection Procedures

Oklahoma addresses were identified from the membership lists of the organizations mentioned earlier in this

chapter. Each family selected was mailed the four-part questionaire, along with a stamped addressed return envelope, and was requested to return it within two weeks. A list was made of the addresses of other home-school families reported in the first mailing and from this list another mailing was made of the same four-part questionaire. In addition, questionaires were distributed to families at a home school picnic. There was a total of 73 questionaires distributed. Of these questionaires, 22 were returned as undeliverable. This left 51 questionaires, of which 25 questionaires were filled out and returned, representing a return rate of 49 percent.

Data Collection and Analysis

Overview

A pilot study by its very nature assumes an increase in the number of unknown factors surrounding the area in which the study has its focus. This is certainly true regarding home-schooling and home school families. Because of this, the operational hypotheses in this study were viewed as a framework or foundation. They provided the structure and primary focus for the study.

However during the course of the study and subsequent analysis, areas of interest presented themselves that, while not directly tied to the hypotheses, were viewed as worthy of consideration in order to more adequately develop a home school family typology. For example, research

utilizing the Circumplex Model has typically shown cohesion to be a relatively more significant or powerful variable than adaptability. The hypotheses reflected this by utilizing cohesion as the primary variable for consideration, particularly in the hypotheses which examine the effects of typology on family functioning. Yet during the study, adaptability appeared to be the more salient factor. Due to this, some of the hypotheses were also re-examined with adaptability replacing cohesion as a variable. These hypotheses are noted in the narrative in the next chapter.

Other items on the questionaire, particularly in the Family Assessment and Profile were included to provide general information regarding the home school family as well as to discover what items of the Profile would prove useful in further study of these families at a later date. (Refer to Appendix B for the questionaire forms.)

Family Assessment

Items #1-10 of the Family Assessment and Profile were referred to as the Family Assessment. It consisted of basic demographic questions. This represented nonparametric, nominal data, most of which was analyzed through the use of mean scores and frequency distributions.

Family Profile

The Family Profile section of the questionaire was

developed to provide information specific to some of the needs and concerns which have an impact on home school families and which would enable the typological assessment to be more focused on the home school family, even though not all of this information was specifically gathered to comply with one of the hypotheses.

The first two sections of the Family Profile were identical semantic differential scales. On one scale the respondents were asked to rate the home school, and on the other, the school that their child(ren) would go to if they were not at home. By putting an X somewhere along each of the seven-point bipolar scales, it was possible to compare the respondents' attitudes towards the two school settings as well as gain an understanding of what some of the salient differences are when families compare the two options. There were ten polar adjective pairs. The polar adjective pairs were as follows:

1. safe - dangerous
2. democratic - authoritarian
3. closed - open
4. systematic - unsystematic
5. flexible - rigid
6. structured - unstructured
7. unpredictable - predictable
8. interesting - boring
9. severe - lenient
10. progressive - traditional

The semantic differential scale which rated the parents' attitudes towards the school that their child(ren) would go to if they were not home-schooled was called the Family School Profile (FSP), and the scale which rated attitudes towards the home school was called the Family Home School Profile (FHSP). Each polar pair received a numerical identification (FSP1, FHSP1). A t-test was performed comparing each polar adjective pair in the FSP with its corresponding pair in the FHSP.

Items #3 and #4 in the Family Profile section were open-ended. Item #3 asked the teaching parent to describe the most important problem or need that the family experiences as home-schoolers. Item #4 asked the teaching parent to respond with the most important problem or need that she/he experienced as the teaching parent. Other questions on the questionaire addressed specific problems or concerns. However, it was important, due to the descriptive nature of the study, as well as its function as a pilot study for further research, to allow the parents to respond in this manner. Open-ended questions can contribute to the development of good objective questions for later research by allowing the participants' responsed to have greater flexibility and depth. It allows for unexpected and unanticipated responses which may be significant to the understanding of the sample population. These responses were difficult to analyze, and were primarily used as a mechanism for enriching the more

structured data, although some of the concerns were analyzed through the use of frequencies.

Item #5 in the Family Profile section of the questionaire was developed to determine what resources the home school family utilized in preparing to home-school. This was a six-item nominal scale consisting of a variety of resource options that the parents could have used to prepare themselves for home-schooling their children. Due to the nominal nature of the data, frequency counts were computed which were also converted to percentage responses which made it possible to assess which methods of preparation were utilized most by the sample population.

Item #6 asked the teaching parent which resource in item #5 was the most valuable for them in preparing to home-school. A frequency and percentage were computed for each response which allowed them to be compared to the responses in item #5.

Item #7 on the questionaire asked whether the family had experienced any difficulty with their local school system over their decision to home-school. This called for a yes/no response. Since this was nonparametric, nominal data, a frequency count and percentages were computed. If the teaching parent responded yes, she/he was asked to explain the difficulty in more detail. This response was primarily used as descriptive information.

Item #8 in the Family Profile was a Likert-type scale which asked the teaching parent to describe support they

experienced from friends regarding home-schooling by marking the response which best described the level of support. There were five levels of support to choose from.

1. No support/negative response
2. Reluctant acknowledgement
3. Neutral response
4. Supportive with no assistance
5. Fully supportive with assistance

A frequency count and percentages were computed which allowed for a comparison of the various levels of support from friends within the sample population.

Item #9 had the teaching parent note whether there had been a change in level of support experienced from friends. This was a yes/no response with space provided for a written explanation of any changes in support level.

Some of the respondents marked more than one level of support on item #8. For all but one of the multiple responses, this reflected movement or change in the level of support experienced from friends since the beginning of the home school experience. Because of this, it was decided to combine analysis of these seven responses with analysis of item #9.

Item #10 on the Family Profile used the same support level scale as item #8 to assess the level of support teaching parents experienced from relatives. A frequency count and percentages were computed to allow comparison of the various support levels.

Item #11, like item #9 asked the teaching parents for a yes/no response to changes in support experienced from relatives since they have been engaged in home-schooling. This was accompanied by space in which to provide a written explanation of any changes in support. As with other written responses, they were used to enrich the more structured data and allow the teaching parent to respond in her/his own words regarding feelings and experiences.

Items #12-17 in the Family Profile section of the questionaire were labeled Interact for the purposes of tabulation and statistical analysis. These items dealt with the frequency of different types of interaction engaged in by home school children. A five point Likert-type scale ranged from, 1 - almost never, 2 - once in awhile, 3 - sometimes, 4 - frequently, to 5 - almost always. They were asked to rate the frequency which best described the amount of time their children spent interacting in these six ways. Higher scores indicated that the type of interaction was engaged in more often. A frequency statistic was used and the mean scores of each interaction activity were examined and compared.

The last items in the Family Profile (#18-24) were bipolar, semantic differential scales called Concern for the purposes of tabulation and statistical analysis. These items had teaching parents rank the relative importance of various concerns or issues pulled from the home school literature. There were seven scale positions. The scale

position closest to important was assigned a numerical value of one, while the scale position closest to unimportant on each scale was assigned the number seven. Frequencies, percentages and the mean were computed for each scale.

F-COPES and FACES III

F-COPES is a thirty-item instrument which measures the ways in which families cope with stress. Each individual item had five possible responses which ranged from a score of one to five: 1 - strongly disagree, 2 - moderately disagree, 3 - neither agree nor disagree, 4 - moderately agree, and 5 - strongly agree. The scores for each individual item were first grouped into eight separate subscales, which represent strategies for coping with the stress and problems experienced by families. (Refer to Appendix C for the contents of each item.)

Confidence in Problem Solving

A four-item scale consisting of items #3, 7, 11 and 22.

Reframing Family Problems

A four-item scale consisting of items #13, 15, 19 and 24.

Family Passivity

A four-item scale consisting of items #12, 17, 26 and

item 28.

Church/Religious Resources

A four-item scale consisting of items #14, 23, 27 and item 30.

Extended Family

A four-item scale consisting of items #1, 5, 20 and 25.

Friends

A four-item scale consisting of items #2, 4, 16 and 18.

Neighbors

A three-item scale consisting of items #8, 10 and 29.

Community Resources

A three-item scale consisting of items #6, 9 and 29.

The first three subscales were then combined to give an overall score for internal coping strategies, while the last five subscales were combined to give an overall score for external coping strategies. The minimum possible score for the combined internal coping scale was 5 and the maximum was 25. The minimum possible score for the combined external coping scale was 3 and the maximum score was 15.

The final section of the questionaire was the twenty-item instrument, FACES III. Its use as an information gathering tool for the Circumplex Model made it the key

element in this study.

There are nine subscales to the instrument; five subscales for the cohesion dimension, and four subscales for the adaptability dimension. The subscales for cohesion are: (See Appendix C for the items in each subscale.)

1) emotional bonding
2) supportiveness
3) family boundaries
4) time and friends
5) interest in recreation

The subscales for adaptability are:

1) leadership
2) control
3) discipline
4) roles and rules

The teaching parent was asked to describe how she/he perceived the family by rating the family on a five-point scale in response to common family situations. Ratings dealt with how often each situation or condition described the family, with a minimum score of 1 meaning almost never, 2 once in awhile, 3 sometimes, 4 frequently and 5 almost always.

First, the sample population's mean score on each of the separate subscales for cohesion and adaptability were examined. Then, these subscales were combined to assess levels of cohesion and adaptability. Finally, these two dimensions were combined to determine each family's

placement on the Circumplex Model, which allowed each family to be identified as a family type based on their scores on the two dimensions, cohesion and adaptability. The following table identifies the levels and cutting points for the cohesion and adaptability dimensions.

TABLE I

DIMENSIONS OF THE CIRCUMPLEX / CUTTING POINTS

Cohesion Levels	Range	Adaptability Levels	Range
Disengaged (very low)	10 - 34	Rigid (very low)	10 - 19
Separated (low to moderate)	35 - 40	Structured (low to moderate)	20 - 24
Connected (moderate to high)	41 - 45	Flexible (moderate to high)	25 - 28
Enmeshed (very high)	46 - 50	Chaotic (very high)	29 - 50

Operational Hypotheses

There were four categories of conceptual hypotheses discussed in Chapter 1, which comprised the focus of this research. However, the hypotheses in the first category represented descriptive data on home school families which

were developed to establish patterns of behavior or response. Data were gathered through the establishment of frequencies as opposed to parametric tests of probability or differences. Because of this, the hypotheses in Part I were not further delineated into operational terms and are examined as part of the final analysis and discussion of family typologies in Chapter IV.

Classification and Description

Classification and description of home school families utilizing the two dimensions on the Circumplex Model was the primary focus of this research. The first two operational hypotheses are concerned with this.

1. Families who home-school will tend to have high cohesion scores on FACES III.

How the score for cohesion on FACES III is computed was discussed earlier in the section of this chapter which looks at the FACES III part of the instrument.

2. A family's perception of the structure of conventional schools will change as its adaptability score on FACES III changes. Families who home-school because conventional schools are viewed as too structured (i.e. who see home-schooling as a means of expanding input) will tend to have high adaptability scores. Families who choose to home-school because conventional schools are viewed as not structured enough (i.e. who see home-schooling as a means

of limiting input) will tend to have low adaptability scores on FACES III.

For this hypothesis, the Family School Profile item #6 concerning teaching parents perception of the structuredness of conventional schools was divided into low and high scoring groups. Group 1 had low scores on the bipolar scale for school structure. Group 2 had high scores on the bipolar scale for school structure. These were then compared with the scores for adaptability from the FACES III section of the questionaire, and a T-test was performed.

Comparison of Family Type
By Problem Identification

These hypotheses focused on comparing the dimensions of cohesion and adaptability with needs and problems.

1. Families who have a low adaptability score on FACES III will be more likely to view negative reactions from other family members and the community about their home-schooling as important, than will families who have high adaptability on FACES III.

Item #18 and #22 on the Family Profile ranked the importance of dealing with negative reactions from the family and the community, respectively. The scores for each of these items and adaptability were subjected to a one-way analysis of variance (ANOVA). In addition, a

Tukey's HSD multiple range test was conducted to examine all possible pairs of group means for these two items and adaptability.

2. The higher the family's score for cohesion on FACES III, the lower the level of importance families will report for the child's involvements outside the family system on the Family Profile.

For this hypothesis, item #19 on the Family Profile and the cohesion dimension of FACES III were analyzed using a between-subjects one-way ANOVA. A Tukey's HSD multiple range test was also conducted.

3. The higher the family's score for cohesion on FACES III, the lower the frequency of involvements outside the family system will be reported on the Family Profile.

The cohesion score on FACES III was examined with Interact #3,4 and 5in the Family Profile utilizing a one-way between-subjects ANOVA and a Tukey's HSD multiple range test.

4. Families who have high cohesion scores on FACES III will be more likely to rank parent/teacher and child/student role conflicts as important on the Family Profile.

Concern #4 on the Family Profile was examined with the scores for the cohesion dimension on FACES III through a between-subjects one-way ANOVA and a Tukey's HSD multiple

range test.

5. The higher the cohesion score on FACES III, the more importance the teaching parent will give to finding time to pursue personal interests.

Concern #3 on the Family Profile asked the teaching parent to rank the importance of trying to find time to pursue personal interests. This item was analyzed in relationship to scores for the cohesion dimension in FACES III with a between-subjects one-way ANOVA and a Tukey's HSD multiple range test.

Comparison of Family Type
By Coping Style

These operational hypotheses compared family type by the ways in which problems and needs were addressed in the family.

1. Families with low adaptability scores on FACES III will score lower on their use of external support in F-COPES than families with high adaptability.

Adaptability scores and the external support subscale scores in F-COPES were analyzed using a between-subjects one-way ANOVA and Tukey's HSD multiple range test.

2. Families with low adaptability scores on FACES III will score higher in their use of passive appraisal.

Adaptability scores from FACES III and the passive

appraisal subscale scores from F-COPES were analyzed using a between-subjects one-way ANOVA and a Tukey's HSD multiple range test.

3. Families with high cohesion scores will be less likely to report participation in home school support groups and workshops as a means of seeking support for needs and issues concerning home-schooling.

For this hypothesis, the scores for the cohesion dimension on FACES III were compared to the ranking of importance in Concern #6 on the Family Profile by using a between-subjects one-way ANOVA and a Tukey's HSD multiple range test.

4. Families with high cohesion will be more likely to seek out support from the extended family for needs and issues concerning home-schooling.

A between-subjects one-way ANOVA compared scores on the F-COPES subscale, Extended Family, with scores for the cohesion dimension on FACES III.

5. The higher the family's cohesion scores, the lower the family's scores will be for the use of external support as a way of coping with needs and problems.

For this hypothesis, scores for the cohesion dimension on FACES III were compared to the scores in the external support subscale in F-COPES using a one-way between-subjects ANOVA, and a Tukey's HSD multiple range test.

CHAPTER IV

RESULTS AND ANALYSIS

The first part of this chapter will focus on the findings in each section of the questionaire. The second part of this chapter will explore how these findings were analyzed in the context of the study's hypotheses. The final part of this chapter will focus on family typology.

There were items on the questionaire which were not filled out by all the participants in the study, and multiple choice items in which more than one response was generated. The manner in which nonresponses and multiple responses were tabulated will be explained in the context of these items in this chapter.

Description of the Sample Population

Description of the Teaching Parent

There were a total of 25 participants in this study, with the majority of participants (23 out of 25) being female. This is consistent with other studies of home school families which have found that, in general, the mother tends to be the parent primarily responsible for the day-to-day supervision of the home school. The mean age of the teaching parent was 34.2 years old, with the youngest

parent age 24, and the oldest teaching parent age 42.

Educationally, all of the teaching parents had a minimum of a high school diploma, with 40.0% of the parents having at least 3 to 4 years of college, and another 16.0% having attended graduate school. Under other, two people reported having been to vocational type training.

TABLE II

HIGHEST EDUCATION LEVEL OF TEACHING PARENT

Level of Education	Frequency	Percentage
Some high school	0	-
High school diploma	6	24.0
1 - 2 years college	3	12.0
3 - 4 years college	10	40.0
Graduate school	4	16.0
Other	2	8.0
Total:	25	100.0

Taylor (1986) found home school teaching parents to be more highly educated than the general population in the United States, with only 16.2 percent of the general population reporting having completed the equivalent of a

baccalaureate degree or above. Previous studies (Greene, 1985; Gustavsen, 1981; Linden,1983) have also found the education levels of teaching parents to be above average.

TABLE III

LENGTH OF TIME HOME SCHOOLING

Length of Time	Frequency	Percentage
Under 1 year	5	20.0
1 - 2 years	5	20.0
3 - 4 years	8	32.0
More than 4 years	7	28.0
Total:	25	100.0

Over half the parents responded that they have been home-teaching for at least three to four years, with 16.0 percent reporting that they have been home-teaching for over four years. The length of time that the families in this sample population have been home-schooling is greater than most studies which have been conducted to date, in which the average amount of time that families have been home-schooling has been one to two years. However Brian Ray, the

editor of the Home School Researcher, has determined that current studies are indicating an increase in the average number of years families report having home-schooled due to the passage of time in the home-school movement (1990). This does suggest that most of the families in this study are 'successful' home school families, if success is measured by choosing to continue to engage in home-schooling. At a minimum, it would suggest that these families are satisfied enough with their choice to continue.

Description of the Home School Family

There are a total of 77 counties in the state of Oklahoma, where this study was conducted. (See Appendix D.) Respondents came from eleven of these counties, with the majority of them residing in Payne County (36.0%) or Tulsa County (20.0%).

The average family reported living in a rural area (40.0%) or a town (30.0%). Other studies of home school families have also found them to come predominantly from more rural settings (Taylor,1986; Gustavsen, 1981; Linden, 1983).

Twenty-four of the participants in this study filled out information pertaining to the family's financial status. Forty percent, or 10 of the families reported the annual family income to be $30,000 or greater. Another 28.0%, or 7 families reported their income to be between $20,000 to $24,999 annually.

TABLE IV

COMMUNITY TYPE

Community	Frequency	Percentage
Urban	1	4.0
Suburban	6	24.0
Town	8	32.0
Rural	10	40.0
Total:	25	100.0

The percentages for income reported for home school families in this sample seem to be higher than those reported for the United States population as a whole. (U.S. Bureau of Census, 1984, p.42). In the general population, 22.9 percent of families had incomes less than $10,000 compared to 8 percent in this sample. In the higher income categories, 31.3 percent of the population has income of $25,000 or greater, while 48 percent of the home school sample reported having incomes above $25,000. These findings are consistent with Taylor's (1986) who found that the average income of home-school families in his study was higher than the general population. Ray (1990) reports that the average income of home school families, from the research on home-schooling that he has compiled, is $30,000.

TABLE V

ANNUAL FAMILY INCOME

Income Level	Frequency	Percentage
Less than $10,000	2	8.0
$10,000 - $14,999	0	-
$15,000 - $19,999	3	12.0
$20,000 - $24,999	7	28.0
$25,000 - $29,999	2	8.0
$30,000 or greater	10	40.0
Total:	24*	100.0

* No response = 1

TABLE VI

FAMILY SIZE

Number of Children	Frequency	Percentage
1	4	16.0
2	10	40.0
3	5	20.0
4	4	16.0
5	2	8.0
Total:	25	100.0

Family size of the sample population tended to reflect size norms for the general population, with the majority of families having no more than two to three children at home.

Information was acquired from the participants regarding the number of home-schooled children in their home. Because the home becomes the educational milieu in a home school situation, it is often philosophically or pragmatically difficult to separate 'schooled' children from 'unschooled' children in the home. In order to avoid this difficulty, it was decided to include as home-schooled those children who would usually be involved in school settings if they were being conventionally-schooled, beginning with age four, and if the parents themselves identified the child(ren) as being home-schooled. In some instances, as will be noted in Table X, there were children the age of four or five who were reported by the parents as not being home-schooled, even though they were within the school age range set by this study. In these instances, they were not considered a home-schooled child.

The average number of children in the family currently being home-schooled was 1.76, with a standard deviation of .93. The range was from one to four children. Thirteen of the families in this study (52.0%) were currently home-schooling only one child. The other families in this study reported home-schooling 2 or 3 children, with the exception of one family which was teaching 4 children at home. These findings are consistent with a 1984 study in Washington

state which found that most families averaged teaching 1.87 children. However, other studies (Taylor,1986; Williams et. al., 1984) have reported higher averages of children home-schooled.

There were a total of 45 children being taught at home by the families who participated in this study. The children ranged in age from age 4 to age 16, with the highest number of children being age 9. The majority of the children being taught at home were younger than age 10. This is consistent with other studies which have shown that the majority of home-schooled children are in the elementary grades, with the numbers of children being home-schooled decreasing as the age of the children increases.

TABLE VII

NUMBER OF CHILDREN HOME-SCHOOLED

Number of Children	Frequency	Percentage
1	13	52.0
2	5	20.0
3	6	24.0
4	1	4.0
Total:	25	100.0

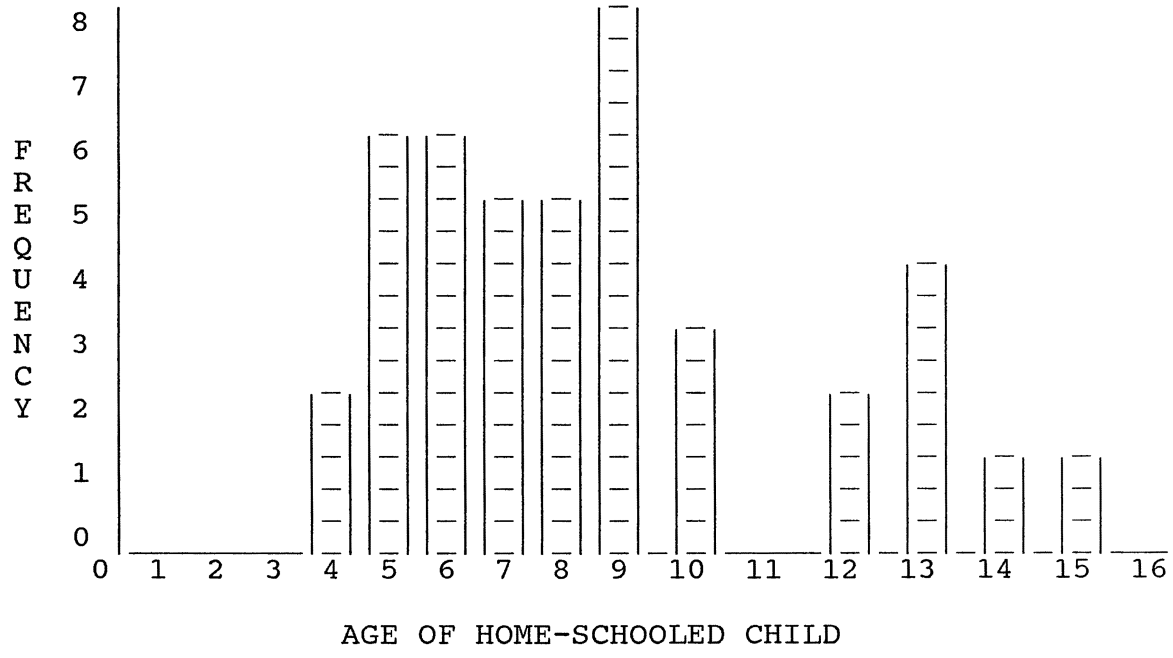


Figure 3. Age Frequencies of Home-Schooled Children

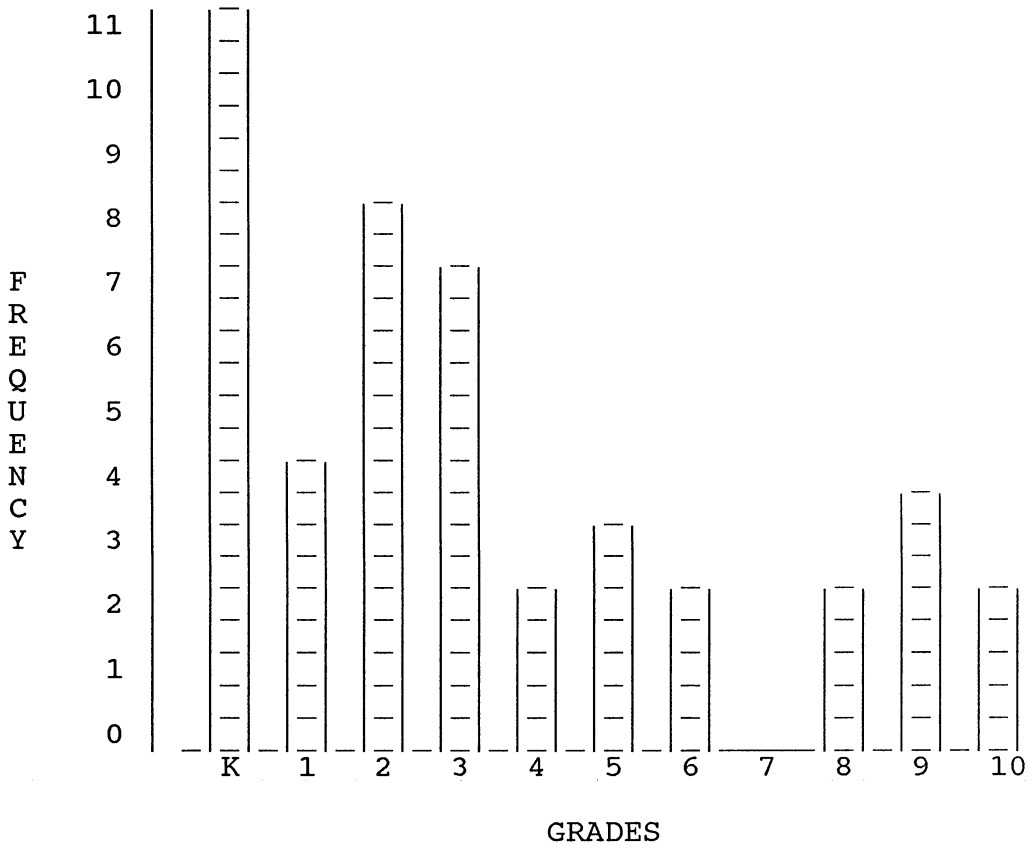


Figure 4. Grade Frequencies of Home-Schooled Children

The most frequent grades taught at home by these families were kindergarten (11 children), second grade (8 children) and third grade (7 children).

The majority of the other children in the home school families in this study who were not being home-schooled were age one or younger. For this study, these children were combined and tabulated as all age one. One family had a high school child who was going to a public school, and one family had a child who was age 24 and no longer living in the home. As noted earlier, if the child was age 4 or above, but the parent did not report them as being home-schooled, they were not included as home-schooled. (See Appendix E for age frequencies of the other child(ren) in the home.)

Family Profile

Comparison of Home School and Conventional School Attitudes

The first two items of the Family Profile compared attitudes towards conventional schools and the home school through the use of identical semantic differential scales. The items on the Family School Profile (FSP) scale were examined with their identical item on the Family Home School Profile (FHSP) scale.

Comparison of FSP1 and FHSP1
(Safe - Dangerous):

The t-test showed that there was a significant difference in how the sample group rated the safety of the two educational environments ($t=7.95$, $df=22$, $p<.05$) indicating that the mean score on FSP1 (3.91) was significantly higher than the mean score on FHSP1 (1.13). The strength of the difference, as indexed by eta squared, was .74. This shows a strong tendency for the parents in the home school sample to view the conventional school setting as a dangerous place in comparison to the home-school.

Comparison of FSP2 and FHSP2
(Democratic - Authoritarian):

The t-test indicated that the difference was statistically significant ($t=3.04$, $df=19$, $p<.05$). The mean score on FSP2 (5.30) was significantly higher than the mean score on FHSP2 (3.50). The strength of the difference, indexed by eta squared, was .33 indicating that while the parents viewed the conventional school environment as more authoritarian than the home school environment, the relationship was not as strong as the difference between of some of the other polar adjective pairs.

Comparison of FSP3 and FHSP3
(Closed - Open):

When the t-test was performed comparing scores on the FSP3 and the FHSP3, the t was significant ($t = -4.09$, $df=17$, $p<.05$) indicating that the mean score for FSP3 (3.00) and the mean score for FHSP3 (5.77) were significantly different. The strength of the relationship as indexed by eta squared, was .50 which indicates a moderate tendency for home school families to view the home school environment as more open than the conventional school.

Comparison of FSP4 and FHSP4
(Systematic - Unsystematic):

The t-test on FSP4 and FHSP4 revealed that there was no significant difference ($t= -.85$, $df=19$, ns) between the mean for FSP4 (3.15) and FSHP4 (3.80).

Comparison of FSP5 and FSHP5
(Flexible - Rigid):

The t-test on these polar adjectives revealed that there was a statistical difference ($t=4.48$, $df=20$, $p<.05$) between the mean for FSP5 (4.95) and FSHP5 (2.14). The conventional school environment was seen as having more rigid qualities than the home school. The strength of this relationship was moderate as indexed by eta squared (.50).

Comparison of FSP6 and FSHP6
(Structured - Unstructured):

The t-test comparing these polar adjective pairs was nonsignificant (t= -1.51, df=21, ns), indicating that the mean for FSP6 (2.59) and the mean for FSHP6 (3.73) did not encompass a significant statistical difference. The home school families in this study did not show an appreciable difference regarding whether the home school environment was either more structured or more unstructured than the conventional school environment.

Comparison of FSP7 and FSHP7
(Unpredictable - Predictable):

The t-test for these two polar adjectives was nonsignificant (t=1.66, df=21, ns) indicating the lack of significant differences between the mean for FSP7 (5.23) and FSHP7 (4.14).

Comparison of FSP8 and FSHP8
(Interesting - Boring):

The t-test comparing these polar adjective pairs was significant (t=6.44, df=20, p<.05) with the mean for FSP8, 4.67 and the mean for FSHP8, 1.81. With an eta square of .68, there appears to be a strong difference in how these two adjectives were rated on the two scales. Comparisons of the means indicate that the parents in this study viewed

the conventional school setting (FSP8 mean = 4.67) as less interesting than the home school (FSHP8 mean = 1.81).

Comparison of FSP9 and FSHP9 (Severe - Lenient):

A t-test of these two polar adjective pairs was nonsignificant (t= -1.47, df=20, ns). The mean of FSP9 (4.05) and the mean for FSHP9 (4.86) did not show a significant difference.

Comparison of FSP10 and FSHP10 (Progressive - Traditional):

The t-test which was performed on these polar adjective pairs proved to be statistically significant (t=3.13, df=21, p<.05). The nature of the relationship is such that parents in this sample had a tendency to view the conventional school environment as being more traditional than the home school environment. However, the strength of the relationship as indexed by eta squared was only .32, indicating that the difference in the mean between FSP10 (4.64) and FSHP10 (2.59) was moderately weak.

Open-Ended Problems and Needs Identification

Item #3 and #4 in the Family Profile section of the questionaire, allowed the teaching parent to identify and discuss the problems or needs that the family and the

teaching parent personally experienced as the result of the home-schooling experience. In analyzing these items it was noted that some of the problems identified as concerns for the family were also identified by other teaching parents as personal concerns. Since this data was nonparametric and descriptive, it was decided to combine the responses.

There were two problem areas expressed the most: concerns with time, and concerns with resources. Time concerns appeared to be the primary concern. All of these teaching parents were attempting to juggle their responsibilities as wife, mother and teacher. Twelve out of twenty-five respondents (48%) mentioned time related issues as being the one area that concerned them the most either personally or in relationship with the entire family. Some of them felt that there was not enough time to deal with each individual child. Some of the respondents had difficulty setting aside time for performing daily household tasks. Six teaching parents (24%) reported concerns with having enough time to pursue personal interests and activities. (See Appendix F for the teaching parents' responses.)

The other major problem identified concerned resources and was mentioned by ten out of the twenty-five respondents (40%). It appeared to be divided between a concern for personal resources and extrafamilial resources. Personal resource concerns appeared to be tied to self-doubt and dealt with whether the parents were knowledgeable enough to

make appropriate decisions for their children, or to motivate their children, or to choose appropriate curriculum materials. Extrafamilial resource concerns dealt with a need for supplimentary resource people to provide skills and knowledge not held by the parent, but did not appear to be motivated by a concern about personal competence as a teacher.

Preparation to Home-School

Question 5 in the Family Profile asked the home-school teaching parent how they prepared themselves to home-school their children. There were six items that the parent could check listing a variety of resource options as well as one marked other. All of the parents in this study reported that they had read books and related literature to prepare themselves for home-schooling. Attending or joining a home support group was listed by 72% of the parents. An equal number (68%) reported that they sought advice from friends/acquaintances and purchased a prepared curriculum. Attending a workshop was chosen the least as an activity used to prepare parents for home-schooling.

Under other, responses noted included purchasing a variety of educational materials, talking with supportive public school teachers, correspondence with other home schoolers, and prayer.

When asked which resource was the most valuable in preparing them to home school, only 8 parents (32.0%)

stated that they found reading books and other home school literature to be the most valuable resource. Purchasing a curriculum was considered the most important resource by 7 parents (28.0%). An equal number of parents (3 or 12% viewed attending or joining a home school support group or their response under other as the most valuable resource.

Although 68% of the parents in this study sought out the advice of friends and acquaintances, only 2 (8%) viewed this as the most valuable resource in preparing them to home-school. Likewise, while 44% of the parents listed attending workshops as a resource they utilized to prepare them to home-school, only 1 parent (4%) viewed this as the most valuable resource.

Difficulties with School System

The next question, number 7 on the Family Profile, asked the teaching parents if they had experienced any difficulty with their local school system regarding their decision to home-school. Four in this sample (16%) reported problems with their decision from the school system. One mother reported, "The principal threatened me with the law and how I was going to hurt her because she was going to get lazy and be unsociable." Another mother reported that the superintendent made them talk to the district attorney. Unwilling or uncooperative was how another mother described the behavior of the principal of the school her daughter had gone to prior to taking her out

to home-school. She further commented, "The principal referred to tax problems but was almost secretive, and wouldn't tell us the titles of the textbooks used by the school." The last teaching parent who reported problems with the schools said that the superintendent was not aware of the state laws for which she had to seek out information from the district attorney. These comments are similar in nature to comments from other parts of the country reported in Holt's newsletter, Growing Without Schooling.

Support from Friends

Question 8 in the Family Profile asked the teaching parent to describe the support they have from friends regarding home-schooling. The responses ranged from no support/negative response to fully supportive with assistance. Some of the respondents (7) marked more than one level of support. For all but one of the respondents this reflected movement or change in response of friends from the beginning of their home school experience to the present time. Because of this, it was decided to include these responses in the discussion of question number 9, which examined changes in support from friends. For the other respondent, it reflected that the responses of friends covered the entire range of possible responses and did not involve a change in friends' responses over time. It was decided to exclude this respondent's answer from consideration on this question. (See Table VIII.)

TABLE VIII

SUPPORT OF FRIENDS

Type of Support	Frequency	Percentage
No support/ negative response	1	4.0
Reluctant acknowledgement	1	4.0
Neutral response	4	16.0
Supportive with no assistance	9	36.0
Fully supportive with assistance	3	12.0
Total:	18	72.0

As can be seen from Table VIII, over half (12) of the teaching parents whose responses were considered for question 8 viewed their friends as being supportive, however only 3 of the teaching parents viewed their friends as providing both support and assistance.

Question 9 in the Family Profile asked if the support the teaching parent had received from friends had changed since they had been teaching at home, and if it had, how it had changed. Only one person did not respond to this question. Of the remaining twenty-four teaching parents, 17 (68.0%) reported no change and 7 (28.0%) reported a change. In examining the descriptions of how support from friends

had changed, it was seen that all of the respondents noted that friends had become more supportive, particularly after seeing the impact of home-schooling on the children. The following are the responses of the six teaching parents who marked two points on the scale and their comments:

Parent #1: (Changed from no support/negative response to reluctant acknowledgement)

My son is doing great in school and they can see it.

Parent #2: (Changed from reluctant acknowledgement to supportive with no assistance)

> Some friends wondered if it would be hard on the children socially. Now they are very impressed and supportive.

Parent #3: (Changed from neutral to supportive with no assistance and fully supportive with assistance)

> Many friends were neutral at first, but with results with our boys, and the new wide-spread acceptance of home-schooling, they are now either supportive with no assistance or fully supportive with assistance.

Parent #4: (Change from no support, negative response and reluctant acknowledgement to either a neutral response or supportive with no assistance)

> Most (friends) have become more supportive or at least accepting as they hear about other homeschoolers and/or have seen the results in my child. She is obviously learning and is quite advanced in some areas.

Parent #5: (Change from neutral response to supportive with no assistance)

> Most were not verbally in disagreement but later were very impressed with the curriculum and her attitude towards school and learning. They are

> now very verbal in their support for home-schooling.

Parent #6: (Changed from no support/negative response to supportive with no assistance)

> We became homeschoolers ten years ago. We took two boys out of school and one girl never entered school. Very few people were taking kids out of school at that time. More people are doing it now, plus they see our kids have all grown up normally and are responsible adults.

Support from Relatives

Question 10 in the Family Profile used the same scale to gather information regarding the support that home school families have received from relatives. Five of the respondents noted more than one response and these were dealt with separately.

As can be seen in Table IX, the majority of teaching parents (32.0%) considered in this question viewed their relatives as supportive with no assistance. Reluctant acknowledgement was the second highest level of support (24.0%). Only one teaching parent perceived their relatives as neutral towards home-schooling.

TABLE IX

SUPPORT OF RELATIVES

Type of Support	Frequency	Percentage
No support/ Negative response	2	8.0
Reluctant Acknowledgement	6	24.0
Neutral response	1	4.0
Supportive with no assistance	8	32.0
Fully supportive with assistance	3	12.0
Total:	20	83.0

The following are the responses of the teaching parents who noted more than one response on the questionaire to question number 10 (in some cases the parent's multiple responses reflected a pattern of change in their relatives' level of support and this will be noted):

Parent #1: (Change from reluctant acknowledgement to supportive with no assistance)

> My parents have gone from reluctant acknowlegement to supportive with no assistance. His parents have always been supportive with no assistance. We are confident that the results will justify themselves.

Parent #2: This parent felt that relatives responses ranged from reluctant acknowledgement to supportive, with

no assistance. She noted that their immediate relatives were no longer living and other relatives were not emotionally involved enough to be too concerned.

Parent #3: (Changed from a negative response to a neutral response for in-laws and from negative response to fully supportive, with assistance from the teaching parent's parents)

> My parents weren't thrilled with the idea at first, in fact my mother tried to talk me out of it. Now they both brag about my efforts and what the kids are doing. They have also provided some helpful resources. My in-laws were very negative in the beginning - but now they don't say much. My husband was negative in the beginning also, but is now proud of how the kids are developing currently in the process of adding a school room onto our house.

Parent #4: One of her relatives who is a public school teacher gives reluctant acknowledgement, while the rest of her family is supportive with no assistance.

Parent #5: (Changed from reluctant acknowledgement to either supportive with no assistance or fully supportive with assistance) This teaching parent noted that some of her relatives were supportive with no assistance and some were supportive with assistance. She commented that her relatives questioned whether her decision to home-school would have a negative effect on her children's socialization.

Question #11 in the Family Profile asked if there has been any change in the support from relatives since the family has been home-schooling. Of the twenty-five teaching

parents, 15 or 60% did not notice a change in the support level of relatives. There were 10 or 40% that did note a change, three of whom were discussed in the narrative concerning question 10 because they had multiple responses, and one who did not discuss how the support level has changed. The remaining 6 teaching parents viewed the support level of relatives as becoming more positive as they have been home-schooling. Here are some of their comments:

> My mother was dead set at first, but it's better now that she sees that Jeremy does learn. But she now makes the excuse that he does so well because he's an exceptionally bright child and that I've had 3 years of college.
>
> My son is doing super great! And the people that made fun of me now realize that they were wrong.
>
> They have gone from a negative response/no support to supportive with assistance.
>
> They were very concerned but now they are very supportive. My in-laws even talked some friends into teaching their daughter so they could go sailing around the world.

It is important to note that most of the respondents in items 10 and 11 in the Family Profile tended to perceive support as an attitudinal issue.

Interaction Scale

Items numbered from 12 - 17 on the Family Profile looked at six possible ways that home school children could interact with other children. They were asked to rate the frequency which best described the amount of time their child(ren) spent interacting in each of these ways.

The second and third interaction types were rated as occurring more frequently than other activities. The means were quite high (4.04 and 4.04). Twelve of the respondents (48.0%) reported that their children almost always interacted with siblings and other relatives. Fourteen of the respondents (56.0%) reported that attending church activities was an interaction that their children almost always engaged in. On the other end of the scale, fifteen parents (60%, mean = 2.16) reported that their children almost never participated in organized clubs and groups such as Boy Scouts or Brownies. Participation in home school group activities also had a low mean of 2.80. Participation in community sponsored activities and playing with neighborhood friends had moderate mean scores (3.28 and 3.40). However, an examination of the standard deviations, which were quite high throughout, reveals considerable variability in each rating indicating that there was a great deal of disagreement among the families in this sample regarding the amount of time their children participated in the various interactions with others. (See Table X.)

Concern Scale

The last seven items of the Family Profile were bipolar scales which asked the teaching parent to rate the relative importance of selected concerns or issues to their family. The lower the score, the more importance the family attributed to this concern or issue in their family.

TABLE X

INTERACTION SCALE		1	2	3	4	5
Playing with neighborhood friends	F	5	2	3	5	9
Mean = 3.40 SD = 1.58						
N = 24	%	20.0	12.0	12.0	20.0	36.0
Playing with siblings and/or relatives	F	1	2	4	6	12
Mean = 4.04 SD = 1.17						
N = 24	%	4.0	8.0	16.0	24.0	48.0
Attending church activities	F	3	1	2	5	14
Mean = 4.04 SD = 1.40						
N = 25	%	12.0	4.0	8.0	20.0	56.0
Participating in community sponsored activities	F	2	5	7	6	5
Mean = 3.28 SD = 1.24						
N = 25	%	8.0	20.0	28.0	24.0	20.0
Participating in clubs	F	15	1	5	3	1
Mean = 2.17 SD = 1.63						
N = 25	%	60.0	4.0	20.0	12.0	4.0
Participating in home school organizations	F	6	5	4	8	2
Mean = 2.80 SD = 1.35						
N = 25	%	24.0	20.0	16.0	32.0	8.0

1 = Almost never 2 = Once in awhile 3 = Sometimes
4 = Frequently 5 = Almost always

TABLE XI

CONCERN SCALE		1	2	3	4	5	6	7
Dealing with negative reactions to home-schooling from family	F	2	2	2	3	3	3	10
Mean = 5.08 SD = 2.08 N = 25	%	8.0	8.0	8.0	12.0	12.0	12.0	40.0
Getting my children involved w/activites & friends in the community	F	7	8	1	5	0	1	3
Mean = 2.92 SD = 2.02 N = 25	%	28.0	32.0	4.0	5.0	0.0	4.0	12.0
Trying to find the time to pursue my own personal interests	F	7	6	6	3	1	1	1
Mean = 2.68 SD = 1.63 N = 25	%	28.0	24.0	24.0	12.0	4.0	4.0	4.0
Dealing with parent/ teacher and student/ child role conflicts	F	9	4	0	3	0	1	7
Mean = 3.50 SD = 2.62 N = 24	%	36.0	16.0	0.0	12.0	0.0	4.0	28.0
Dealing with negative reactions to home-schooling from community	F	2	3	2	2	1	2	13
Mean = 5.20 SD = 2.26 N = 25	%	8.0	12.0	8.0	8.0	4.0	8.0	52.0
Getting involved with home school support groups	F	7	5	4	6	0	2	1
Mean = 2.88 SD = 1.74 N = 25	%	28.0	20.0	16.0	24.0	0.0	8.0	4.0
Acquiring home school literature	F	11	7	4	1	0	1	1
Mean = 2.16 SD = 1.57 N = 25	%	44.0	28.0	16.0	4.0	0.0	4.0	4.0

1 = Important 7 = Unimportant

Dealing with negative interactions from the family and from the community had moderately high mean scores (5.08 and 5.20), indicating that in general these were not important issues for many of the families in this sample.

Getting children involved with activities and friends in the community had a moderately low mean score of 2.92 indicating that this is seen as moderately important to families, although viewed in the context of the findings on the interaction scale, it would appear that parents are more apt to encourage informal interactions with neighborhood friends, siblings and relatives and/or the attendence of church activities than participation in community-sponsored activities, clubs or even home school activities.

Getting involved with home school support groups also had a moderately low mean score (2.88) indicating that it is an important consideration for families, and when asked to rate the frequency of their childrens' participation in home school organizations, the overall mean was also moderate, although 8 families (32.0%) had reported that their children frequently participated in home school organizational activities.

Trying to find time to pursue personal interests had the lowest mean score (2.68) and also the lowest standard deviation (1.63) indicating that it is viewed as an important issue by teaching parents, and is an issue in which there tended to be more agreement on its importance to the teaching parent than other concerns or issues. Time was

also an important issue in the open-ended problem responses that the teaching parents made earlier in the Family Profile.

Dealing with parent/teacher and child/student role conflicts had a mean score of 3.5, however it also had the highest standard deviation (2.62). While nine teaching parents (36.0%) felt these conflicts were important enough to be rated as a 1, an almost equal number, seven teaching parents (28.0%) felt that it was unimportant enough to rate it a 7 on the scale. The most important concern to these parents was acquiring home school literature. In view of the fact that parents did not report home school literature as being helpful in preparing them to home-school, it is possible that literature was interpreted to mean home school curriculum, or that these parents felt that literature was important for the process of home-schooling and not for preparing them to home-school. In general, the standard deviations on this scale were quite high.

F-COPES

The second part of the questionaire for this study was F-COPES, which measures the ways in which families cope with stress. Each individual item had five possible responses which ranged from 1-strongly disagree to 5-strongly agree, with a score of 3 being neutral.

F-COPES was used by Olson, McCubbin, et. al. in a study of 1200 families mentioned earlier which assessed varied

aspects of normal families during various life stages. Their findings were later published in 1983 in the book, Families. Where possible, in analyzing the findings of F-Copes for this sample the findings for families of school-age children in Olson's study was referred to as a means of grounding this information in the context of general trends for family coping in a population of families with school-age children of similar ages.

Subscale Analysis

Confidence in Problem Solving

The overall mean for the four items concerning family confidence was 14.56, indicating that teaching parents in the sample felt moderately confident in their ability to handle problems within the family. However, the standard deviation (SD=3.61) was among the three largest of the eight combined-item categories. This indicated that there is considerable variability among the parents' scores, and in examining the mean scores for confidence in problem-solving, it was seen that while 28% had an overall score of 16.00 which was well within the upper points on the scale, another 16% had an overall score of 12.00, which place them in the lower part of the scale. The remainder of the scores were distributed out along the scale.

Reframing Family Problems

In Olson's study (Olson, et al., 1983) the average score for reframing suggested that parents tend to utilize this strategy for coping with problems and stress more than any other. In this study, while reframing had one of the highest average scores (mean=14.88) suggesting that it is highly utilized, it did not have the highest score. However, it did have the lowest standard deviation of all the coping strategies (SD=1.74) indicating that the teaching parents in this study tended to be consistent in scoring in the upper end of the scale, and making this strategy an important part of the teaching parents' repertoire of coping mechanisms. Based on these results, it would appear that the home-school families in this study did not differ with families at the same life stage in their reliance upon reframing problems as a way of dealing with stress, however some of the families in this study, as will be seen, rely more on other methods of coping than they do on reframing.

Family Passivity

Olson's overall analysis concerning the use of passive appraisal as a strategy for dealing with problems was that there was relatively minimal emphasis made on this strategy. He did find that as couples age and their children grow older, passive appraisal gradually increases as a strategy. However, he noted that scores on passive appraisal were

significantly lower in the first three stages of the life cycle, including families with school-age children (Olson, et al., 1983).

The results of this study appear to agree with Olson's findings for other families in this life stage. The overall mean score for family passivity was 6.16, the lowest mean score of the eight strategies. The family passivity scores also had a relatively low standard deviation of 1.91, indicating that the families in this study as a group did not tend to use passive strategies to cope with stress.

Church/Religious Resources

Olson's study (Olson, et al., 1983) referred to this strategy as seeking spiritual support. He found that this coping strategy was considered important throughout the family life cycle, with wives tending to emphasize this strategy to a greater degree. While Olson found that most younger families tended to report less reliance on this strategy, the use of church/religious resources appeared to be a strong tendency for the families in this study. It had the highest mean score of the eight strategies (mean=15.95). However, there were families in this study that also tended to rely less on this strategy as is reflected in one of the highest standard deviations of the eight strategies (SD=3.90). An examination of the percentages for each score revealed that while the percentage of scores clustering on the upper end of the scale was considerable (76%), a smaller

group (24%) scored this strategy in the lower end of the scale indicating that they did not rely very much on church or religious resources as a coping mechanism.

Extended Family

In Olson's study (Olson, et al.,1983), the categories for extended family, friends and neighbors were combined under the acquisition of informal social support. He found wives tend to consider this a more important coping strategy than husbands, across all the life stages. However, it was particularly important to families with school-age children. In this study, the mean of 12.76 did not appear to reflect a very strong tendency to rely on the extended family as a way of coping with stress. However the standard deviation (3.94) was the highest of all the strategies indicating that the scores were not consistently low. An examination of the percentages revealed that scores ranged from the lowest to the highest, with no score receiving a particularly high percentage of the overall score.

Friends

As mentioned earlier, friends were seen by Olson as part of an overall strategy for acquiring informal social support. Like the extended family, friends were considered important to the families he studied with school-age children. The mean score for this category was 14.12 and appears to reflect a much stronger tendency for the families

in this study to rely on friends in times of trouble than on the extended family. The standard deviation was relatively moderate (SD=2.67) indicating that there was a narrower range of scores than in the extended family strategy.

Neighbors

Reliance on neighbors had a low mean score of 8.12. The standard deviation for this category was comparatively moderate (SD=2.62) indicating that there was variability to the scores, but that scores had a narrower range than those for reliance on church/religious resources, and to a lesser extent, reliance on friends. However the low scores for reliance on neighbors may have been influenced by the relatively high (40%) number of rural families in this study who presumably live in areas with low population density, where neighbors are either non-existent or farther away.

Community Resources

Olson (Olson, et al.,1983) referred to community resources as formal social supports and found them to be a supplemental resource to the more informal supports represented by extended family, religion and friends. He said that community resources are crucial when informal support has been exhausted, however they are not considered the typical mechanism for dealing with stress by most families. His study revealed that families tended to utilize this method of support sparingly. The families in

this study also had a tendency to see this type of support as less important to them. Community resources received a low mean score of 8.20, with a relatively moderate standard deviation of 2.75.

FACES III

As mentioned in Chapter 3, the findings from this section of the questionaire represented the main focus of the questionaire, in that it gathered the data necessary for the development of the family typology. (See Appendix G for individual family scores and typological assessment.)

Subscale Analysis

Cohesion Sub-scales

Emotional Bonding. Emotional bonding is the measure of how close family members perceive themselves to be. The mean score for each of these items was the same (mean=4.68) with relatively low standard deviations (#11 SD = .690, #19 SD = .627) indicating that most of the teaching parents perceived their families as having a great deal of emotional closeness.

Supportiveness. The results indicate that supportiveness is an important characteristic of the families in this study. The mean for asking other family members for help was high (mean=4.24), with a standard deviation of .723. Consulting each other on decisions

received lower mean score (mean = 3.88) than asking other family members for help, with a standard deviation of .833. The difference in means suggests that asking family members for help occurs more often among this group than consulting each other on decisions, although the means indicate that both are an integral part of the families who were in this study.

Family Boundaries. Family boundaries, as they were assessed here, refer to the characteristics which differentiate family members from non-family members. For the teaching parents who participated in this study, feeling closer to other family members than people outside the family was perceived as a strong charactistic of their families, with a mean score of 4.56, and a relatively low standard deviation of .651. They did not appear to see doing things with just immediate family as quite as strong a family characteristic although the mean was still high (mean=3.92) and the standard deviation still relatively low (.759).

Time and Friends. Both of these items, were scored relatively high, in the range between frequently and almost always. The standard deviations (#9 SD = .678, #3 SD = .714) were relatively small indicating that there was a fairly large degree of consensus among the respondents. The results indicate that families have a strong tendency to approve of each others friends and to spend time together as

a family.

Interest in Recreation. Doing things together was also scored high (mean=4.56) with a relatively low standard deviation (SD = .651). However, the strongest response on the FACES III section of the questionaire was in answer to item 15, concerning the family's ability to easily think of things to do together as a family. The mean for this response was 4.72, and the standard deviation was a low .451 indicating that most of the teaching parents felt that this was a good descriptor of their family. The results indicate that the families in this study are confident in their ability to develop activities which will facilitate the members interacting with each other.

Levels of Cohesion

Family cohesion consists of the interaction and communication patterns within the family that define the closeness or emotional bonding that the members of a family experience with each other. There are four levels of cohesion with established cutting points. For this study, the cutting points for adults/parents across the family life stages were used. (See Table XIII.)

Of the families who participated in this study, only 1 (4%) fell within the disengaged level for cohesion, while 6 (20%) fell within the separated level of cohesion, 8 (32%) fell within the connected region of cohesion, and 11 (44%)

had scores which placed them in the enmeshed level of cohesion. There were no families whose scores for cohesion would have characterized them as disengaged.

TABLE XII

LEVELS OF COHESION/CUTTING POINT

Cohesion Levels	Range	No. of Participants/Percentage
Disengaged (very low)	10 - 34	1 / 4%
Separated (low to moderate)	35 - 40	5 / 20%
Connected (moderate to high)	41 - 45	8 / 32%
Enmeshed (very high)	46 - 50	11 / 44%

In Olson's study of families across the life cycle (1983) it was found that not only do wives tend to rate their families higher on cohesion than husbands, but cohesion appeared to be highest in the early stages of the family life cycle. So high levels of cohesion would not be considered unusual in families with school-age children, particularly if, as in this study, most of the respondents were the mother. However, the findings suggest that levels

of cohesion remain at a higher level than parents at the same life stage. This will be discussed further in the typology section of the findings.

Adaptability Sub-scales

Leadership. Adaptability scores in general had lower mean scores with high standard deviations indicating that there was a great deal of variability in the responses of the teaching parents. This is evident in the leadership sub-scale. When asked to rate item #6 regarding different persons acting as leaders in the family, the mean was 2.64, however the standard deviation was very high (SD = 1.86) and an examination of the scores on item 6 reveals that 8(32%) scored a 1 indicating that this almost never occurs in their families, while 10(40%) scored a 3, indicating that it sometimes occurs, and another 5(20%) indicated that this almost always occurs by scoring it a 5. There are also similar discrepancies in the rating of item 18 on the leadership sub-scale. When asked to respond to whether it is hard to identify leaders in the family, 8(32%) scored 1, almost never occurs, 10(40%) scored a 3 indicating that it sometimes occurs, and 5(20%) indicated that it frequently occurred by scoring it a 4 on the scale. The results tend to point to subgroups within the sample regarding particular issues in the family.

Control. The control items in FACES III asked the

respondents to rate how often children make decisions in the family (#12) and how often children's suggestions are followed in solving problems (#2). Again, there was a wider range of response regarding children making decisions in the family with the mean 2.2, and the standard deviation still moderately high (SD = .913), although not as high as it was regarding leadership. Concerning the utilization of children's suggestions to solve problems, the mean was 3.36 and the standard deviation was a fairly low .700 indicating that children's suggestions were sometimes followed within the teaching parents' families, but that they did not tend to make the family decisions as often as they are allowed to participate in decision-making. The results show that internal family boundaries, at least concerning decision-making are permeable to the extent that the children are allowed to have input, but that hierarchical boundaries, the internal boundaries that determine roles about who is in control in the family system, are less permeable.

Discipline. The mean for item 4 concerning children having a say in discipline, and item 10, concerning parents and children discussing punishment together both had high standard deviations (#4 SD = 1.17, #10 SD = 1.23) indicating that there was a considerable amount of variability in the teaching parents' responses. In item 4 (mean=2.76), 9 parents (36%) said that they would allow children to have a say in discipline, but an equal number,

9 parents (36%), said that they would almost never or only once in awhile allow their children to participate. When asked to respond to how often parents and children discuss punishment together (mean=3.20), the majority of the teaching parents (76%) rated it on the upper end of the scale (3 - 5). However, another 24% said that they almost never or only once in a awhile discuss punishment with their children. The results indicate the presence of two separate groups concerning discipline. Part of the sample population tends to have very defined boundaries between parents and children, with the parents being in control of disciplinary issues, suggesting that there is a strong hierarchical structure in place in the family. Another group is more participatory in disciplinary issues allowing their children to have a say in discipling, suggesting that there is a greater level of permeability in the boundaries between parents and children.

Roles and Rules. Items 8 and 16 concern the changing of household tasks and responsibilities, and both received scores around 3 on the scale (#8 mean= 3.30, #16 mean= 3.16). However, there was considerable discrepancy in the standard deviations for the two items (#8 SD=.926, #16 SD= 1.143). The lower standard deviation for item 8 indicates that there was a greater tendency to agree that the family sometimes changes its manner of handling tasks than there was regarding whether it involves shifting household

responsibilities from person to person. However, possibly because of this, over half of the teaching parents (13 or 52%) perceived that it was not difficult to determine who does which household chores (mean=1.80). Also over half the teaching parents perceived that the rules in their families changed only sometimes to almost never with 92% scoring item 14 a 3 or below on the scale.

Levels of Adaptability

Adaptability involves the ability of a family to change in response to stress within the family system. The four levels of adaptability range in a similar manner as cohesion with established cutting points for each level. (See Table XIV.)

Olson's study of families across the life cycle (1983) found that, like cohesion, wives reported significantly higher levels of family adaptability. However, he found that adaptability scores steadily decreased during the early life stages. The findings in this study suggest that adaptability may remain at a higher level in home school families than the population of school-age families whose children are more conventionally-schooled. This will be discussed in more detail in the typological section of this chapter.

TABLE XIII

ADAPTABILITY LEVELS/CUTTING POINTS

Levels of Adaptability	Range	No. of Participants/Percentage
Rigid (very low)	10 - 19	3 / 12%
Structured (low to moderate)	20 - 24	4 / 16%
Flexible (moderate to high)	25 - 28	6 / 24%
Chaotic (very high)	29 - 50	12 / 50%

Of the families who participated in this study, 10(40%) fell within the chaotic range for adaptability, 4(16%) would be characterized as flexible, 8(32%) scored within the structured range, and 3(12%) would be considered to have a rigid adaptability level. It would appear that a considerable number or families in this study have either low to moderate levels of adaptability or very high levels of adaptability.

Conceptual Hypotheses

The following hypotheses were not involved in parametric testing and were included for their descriptive characteristics. Their focus was on identification of home school family needs and problems.

Identification of Needs and Problems

1. The teaching parent will perceive that he/she has less personal time and will report time-related conflicts or concerns.

As mentioned earlier in discussion of the open-ended problems section of the Family Profile, time concerns appeared to be the primary concern mentioned with twelve out of twenty-five respondents (48%) mentioning time related issues and six teaching parents (24%) reporting concerns with not having enough time to pursue personal interests and activities.

2. The extra time spent in teaching will result in the teaching parent reporting conflicts or concerns with fulfilling other role requirements.

Eight (32%) of the teaching parents specifically mentioned conflicts between teaching requirements and their other duties.

Some of them were not able to pay enough attention to the younger children who were not being home-schooled (4 parents, 16%). Others mentioned that there was not as much time to put into their relationship with their spouse (4 parents, 16%). Some expressed difficulty with performing general household tasks (5 parents, 20%).

3. Home-schooling, which results in the addition of the roles of student and teacher to the family system, will

result in the reporting of role conflicts involving these roles.

The importance of dealing with role conflicts was rated quite high by 52% of the teaching parents who gave it either a 1 or 2 rating on the bipolar Concern scales in the Family Profile. However, another 32% of the teaching parents perceived this as a very unimportant issue to them, giving it a 6 or 7 on the bipolar scale. This one issue had the highest standard deviation (2.62) of all the concerns in this section of the Family Profile. The results indicated that in regards to this issue there are also two distinct groups. One group tends to see that role conflicts that the home school experience generates as important to them, while another group does not consider dealing with this issue to be an important part of their family life.

4. Because the child goes to school at home, the parents will experience concern with the amount of time the child spends with his/her peers and will report intentional efforts to involve the home-schooled child in activities with other children.

The Interaction Scale in the Family Profile recorded the frequency of involvements of home-schooled children whose families were in this study and the results of this scale have been discussed elsewhere in this chapter. It appeared from this scale, however, that parents are more apt to encourage informal interactions with neighborhood

friends, siblings or relatives, and participation in church activities, than in participation in various other community-sponsored activities.

5. Home-schooling will often result in the parents reporting negative reactions from community and friends.

There were several items in the instrument in which the teaching parents were able to respond regarding negative reactions from community and friends. Four families (16%) reported receiving negative reactions from the conventional school system in item #7 in the Family Profile. This appeared quite high in a state in which school laws do not forbid home-schooling as an option and in which the state's constitution specifically grants parents the right to decide upon their child's education.

When asked in item #8 and #9 in the Family Profile to report the amount of support received from friends and how this support had changed, only one person reported that they were currently experiencing negative responses from friends. Seven of the families reported that the reactions from friends had changed from negative to supportive since they have been home-schooling.

Items #10 and #11 in the Family Profile had the family respond to negative reactions from relatives. Only two families reported currently experiencing negative responses from relatives, and six teaching parents noted that relatives had improved their reactions to them as they have

been home-schooling.

When asked to rank the importance of dealing with negative reactions on the Concern section of the Family Profile, ten families (40%) ranked this as a 7 indicating that this was very unimportant to their family.

It would appear that dealing with negative reactions is not as big an issue to these parents as it might be in states in which the laws have resulted in fairly acrimonious debate and interactions between the school and court system on one side, and home school families on the other, as were mentioned by Arons (1983). The results of the parents' responses to whether negative responses have changed showed that over time negative reactions from the people who are close to the family tend to lessen in intensity or improve to at least acceptance of their home-schooling activities.

6. Home school families will report concern with finances as the result of having to redispurse funds for school related materials and because one parent is unable to make a financial contribution to the family.

A review of the problems or issues identified by teaching parents in items #3 and #4 in the Family Profile reveals that only three respondents (12%) expressed concerns dealing with finances. However, the demographic section of the study indicated that these families tend to have incomes which are relatively high.

Operational Hypotheses

Classification and Description

The second category of hypotheses focused on classification and description of home school families utilizing the Circumplex Model. It was conceptualized that certain types of families would tend to home-school more than others.

While not specifically addressed in the hypotheses in this section, the results of a test which compared the family boundary subscale with cohesion appears to be appropriate to include in this section. When a one-way ANOVA was performed comparing the means for item #7 in the Family Boundaries subscale of FACES III, and the family's overall cohesion score, the F was significant ($F=19.59$, $df=3,21$, $p<.05$). A Tukey's HSD test was performed and found significant differences in the means for low frequencies in item #7 and moderated to high, as well as high levels of cohesion. The nature of the relationship is such that families who score high for cohesion will also score high on this one aspect related to family boundaries: feeling closer to other family members than to people outside the family. This appears to concur with Olson's study (Olson, et al., 1983) which have shown that cohesion level is a good indicator of the nature of the system's external boundaries, with high cohesion levels reflecting more definitive boundaries between those who are members of a system and

those who are not.

The following hypotheses were developed to address other indicators that certain types of families will tend to home-school.

1. Families who home-school will tend to have high cohesion scores on FACES III.

The cohesion scores of the home school families who participated in this study were discussed in detail earlier in this chapter. In general, as the level of cohesion increased, the percentage of participants within the cells on the Circumplex increased with 1 family falling in the low range for cohesion, 6(20%) families in the low to moderate range, 8(32%) in the moderate to high range, and 11(44%) families in the high range for cohesion. Although not included as part of this hypothesis, the level of adaptability for the home school families in this study was also quite high. Cohesion levels will be discussed in more detail in the typology section of this chapter.

2. A family's perception of the structure of conventional schools on the Family Profile will change as its adaptability score on FACES III changes. Families who home-school because the conventional school is viewed as too structured (i.e. who see home-schooling as a means of expanding input) will tend to have high adaptability scores. Families who home-school because the conventional school is not structured enough (i.e. who view home-schooling as a way

of limiting input) will tend to have low adaptability scores on FACES III.

Group 1 had low scores on the bipolar scale for school structure indicating that they perceived the conventional school as being structured. There were 14 families out of 22 whose response on this item fell into this group. The combined mean for adaptability for this group was 28.57, indicating that they fell in between moderate to high (range=25-28) and very high (range=29-50) levels of adaptability.

Group 2 had high scores on the bipolar scale for school structure indicating that they perceived the conventional school as being unstructured. There were 8 families out of 22 whose response on this item fell into Group 2. The mean score for adaptability in this group, which was lower than Group 1, indicated that this group fell within the moderate range for adaptability. When the t-test was performed comparing these two groups, the t was significant ($t=2.82$, $df=12.96$, $p<.05$). The strength of the relationship between structure score and adaptability as indexed by eta squared, was .18.

Comparison of Family Type By Problem Identification

These operational hypotheses were used to compare home school family types by focusing on needs and problems. It was hypothesized that differences in family typology would

affect the needs or problems experienced and identified by home school families, and would also affect the importance which these needs and problems have for the family.

1. Families who have a low adaptability score on FACES III will be more likely to view negative reactions from other family members and the community about their home-schooling as important, than will families who have a high adaptability score on FACES III.

When item #18 in the Family Profile and adaptability scores were analyzed with a between-subjects, one-way ANOVA, it was impossible to conclude that a relationship exists between adaptability level and the importance a family attaches to negative reactions from other family members. For an alpha level of .05, the critical F value, based on 3 and 21 degrees of freedom, was 3.07. The observed F value was .86, which failed to exceed the critical F value.

2. The higher the family's score for cohesion on FACES III, the lower the level of importance families will report for the child's involvements outside the family system on the Family Profile.

When item #19 on the Family Profile and scores for cohesion were analyzed using a between-subjects, one-way ANOVA, it was not possible to conclude that there is a relationship between cohesion level and the level of importance a family attached to their child's involvements outside the family system. A Tukey's HSD multiple range

test further confirmed that there were no groups significantly different at the .05 level.

3. The higher the family's score for cohesion on FACES III, the lower the frequency of involvements outside the family system will be reported in the Family Profile.

When the scores for Interact #3, 4 and 5 were analyzed with cohesion scores from FACES III, it was impossible to determine that there is a significant relationship between these variables and cohesion. Using a between-subjects, one-way ANOVA with an alpha level of .05, the critical F value, based on 3 and 21 degrees of freedom, was 3.07. The observed F value for Interact #3 and cohesion was .43. The observed F value for Interact #4 and cohesion was 1.51. Neither exceeded the critical F value. For Interact #5 and cohesion, the critical F value, based on 3 and 20 degrees of freedom, was 3.10. The observed F value for Interact #5 and cohesion was .33, which also did not exceed the critical F value. A Tukey's HSD multiple range test for each Interact variable and cohesion further confirmed that there was no significant relationship at the .05 level.

4. Families who have high cohesion scores on FACES III will be more likely to rank parent/teacher and child/student role conflicts as important on the Family Profile.

When Concern 4 in the Family Profile and the scores for cohesion were analyzed using a between-subjects, one-way ANOVA, it was not possible to determine that there was a

significant relationship between these two variables. For an alpha level of $p<.05$, the critical F value, based on 3 and 20 degrees of freedom, was 3.10. The observed F value was 1.32, which failed to exceed the critical F value. A Tukey's HSD multiple range test further confirmed that there were no groups significantly different at the .05 level. When Concern 4 was compared with adaptability to see if it would prove to be more critical in determining the importance of role conflicts, it too was insignificant.

5. The higher the cohesion score on FACES III, the more importance the teaching parent will give to finding time to pursue personal interests.

When Concern 3 was analyzed with the cohesion variable using a between-subjects, one-way ANOVA, it was impossible to assume that there is a significant relationship between these two variables. For an alpha level of .05, the critical F value, based on 3 and 21 degrees of freedom, was 3.07. The observed F value was .79 which failed to exceed the critical F value. A Tukey's HSD multiple range test further confirmed this by finding no significant differences between any two groups of means. When adaptability replaced cohesion as the variable for this hypothesis, it also was insignificant.

Comparison of Family Type by Coping Style

While not specifically addressed in the hypotheses in

this section, the family's scores in the the Confidence in Problem-solving subscale in the F-COPES part of the questionaire proved to have a significant relationship with the family's adaptability level, and needs to be mentioned here. When a one-way ANOVA was performed comparing the means for Confidence in Problem-solving and the four levels of adaptability the F was significant ($F=3.17$, $df=3,21$, $p<.05$). A Tukey's HSD test was then performed and indicated that there is a significant difference between high adaptability scores and low family confidence scores in item #7 in the Confidence subscale. The nature of the relationship is such that it appears that the higher the family scores for adaptability, the more likely they will be to have confidence in having the strength within the family to solve their own problems.

The operational hypotheses in this section were used to compare different home school family types by the ways in which problems and needs are addressed by the family. It was hypothesized that differences in the type of family system would have an effect on the processes used to resolve needs and problems.

1. Families with low adaptability scores on FACES III will score lower on their use of external support in F-COPES than families with high adaptability.

When adaptability scores and external support were analyzed using a between-subjects, one-way ANOVA, it was not

possible to determine that there is a relationship between adaptability level and the home school family's use of external support as a coping mechanism. For an alpha level of .05, the critical F value, based on 3 and 21 degrees of freedom, was 3.07. The observed F value was .20 which failed to exceed the critical F value. A Tukey's HSD multiple range test further supported this finding by failing to show that there was any significant differences at the $p<.05$ level.

2. Families with low adaptability scores on FACES III will score higher in their use of passive appraisal.

When a one-way ANOVA was performed comparing the means for passive appraisal in F-COPES and the four levels of adaptability, the F was significant ($F=4.29$, $df=3,21$, $p<.05$). Tukey's HSD test was performed that found a significant difference in the means for high adaptability scores and low passive appraisal scores in F-COPES. The nature of the relationship is such that family's who score high for adaptability will be less likely to rely on passive appraisal as a means for coping than family's whose scores are lower for adaptability.

3. Families with high cohesion scores will be less likely to report participation in home school support groups and workshops as a means of seeking support for needs and issues concerning home-schooling than families who have low cohesion scores on FACES III.

When Concern #6 in the Family Profile was analyzed with cohesion in F-COPES, the relationship between the two variables was insignificant. Using a between-subjects, one-way ANOVA, and an alpha level of .05, the critical F, based on 3 and 21 degrees of freedom was 3.07. The observed F value was 2.68, which failed to exceed the critical F value. A Tukey's HSD multiple range test of the same two variables also failed to show any significance at the .05 level. The results appear to indicate that cohesion levels will not affect the likelihood of the family participating in support groups and workshops.

4. Families with high cohesion will be more likely to seek out support from the extended family for needs and issues concerning home-schooling.

A between-subjects, one-way ANOVA compared the F-COPES subscale, Extended Family, with the cohesion variable. For an alpha level of .05, the critical F value, based on 3 and 21 degrees of freedom, was 3.07. The observed F value was .78 which failed to exceed the critical F. When a Tukey's HSD multiple range test was administered it also confirmed that no two groups were significant at the .05 level. The findings do not support the family's cohesion level influencing the likelihood that they will seek out support from the extended family for home-schooling concerns.

5. The higher the family's cohesion score, the higher the family's scores will be for the use of internal support

as a way of coping with needs and issues.

When the F-COPES subscale, External Support and the FACES III scores for cohesion were analyzed with a one-way, between-subjects ANOVA, it was not possible to determine that there is a relationship between these two variables. For an alpha level of .05, the critical F value, based on 3 and 21 degrees of freedom, was 3.07. The observed F value was .78 which did not exceed the critical F value. A Tukey's HSD multiple range test was also used which confirmed that no groups were significant at the .05 level.

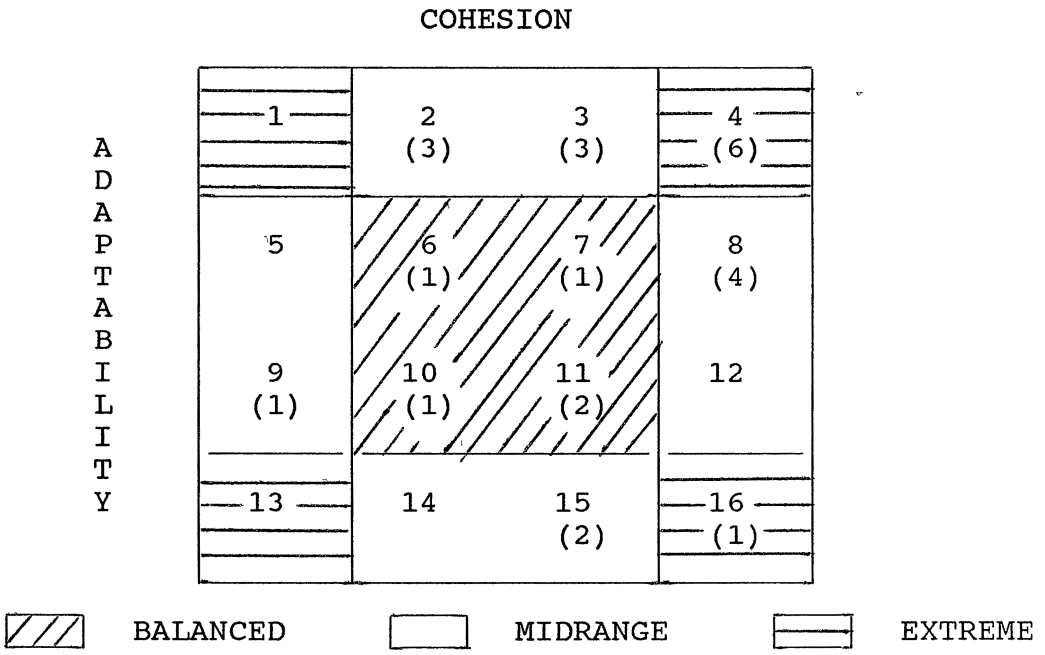
Home School Family Typology

Family typology is determined by placement of scores for both cohesion and adaptability on the Circumplex Model. There are three family types: 1) Balanced, in which scores for both cohesion and adaptability fall within the balanced range, 2) Mid-range, in which the score for one dimension falls within the balanced range, but the other dimension score is extremely high or low and 3) Extreme, in which scores on both dimensions are at either the high or low extremes.

When the home-school families in this study were divided into these three family types, 20% had scores that fell within the Balanced range, 52% had scores that were in the Midrange, and 23% had scores which fell in the Extreme range. (See Figure 5.)

An examination of the scores of families in the Olson,

et al., study (1983) indicates that 62% of the families in the general population had scores in the Balanced range, 25% had scores in the Midrange, and 15% had scores in the Extreme range. (See Figure 6.)



Source: Olson, et al., Family Inventories. (1983).

Figure 5. Three Family Types

There were considerably fewer home school families in the Balanced range, and considerably more home school

families in the Midrange. There were also more home school families in the Extreme range, although the difference in percentages between the two groups was not as great.

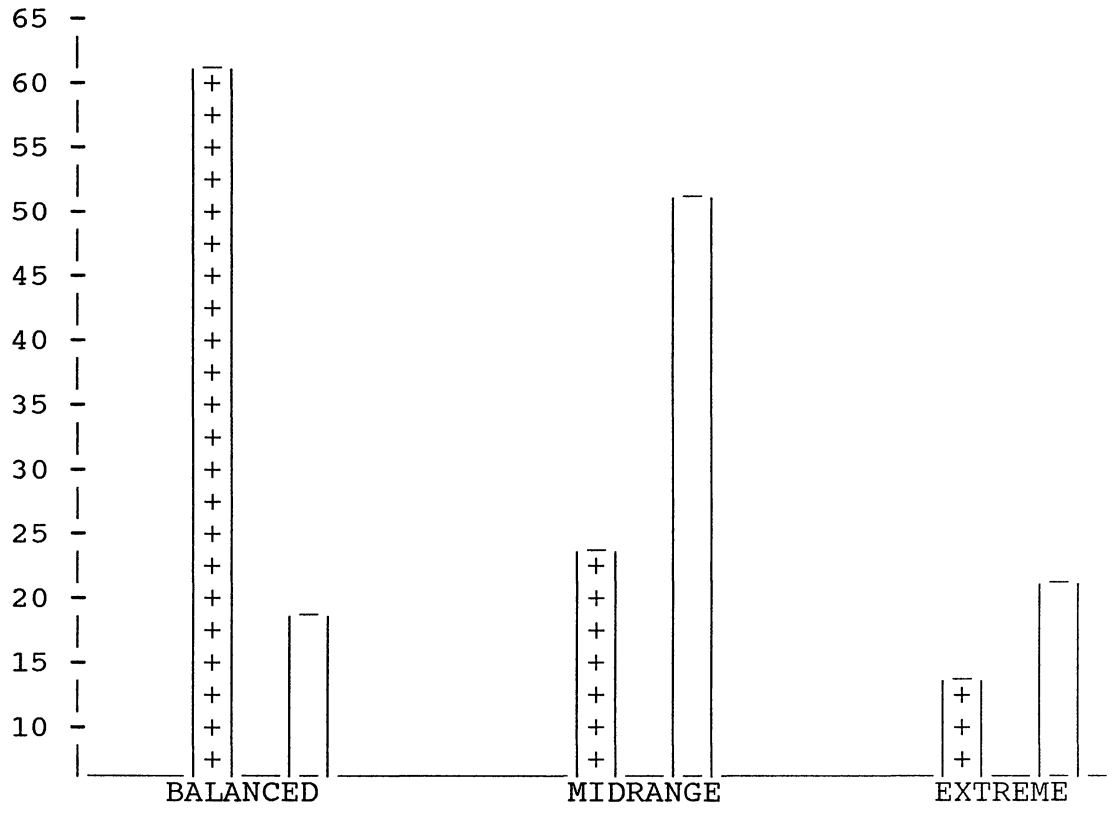


Figure 6. Comparison of Family Types

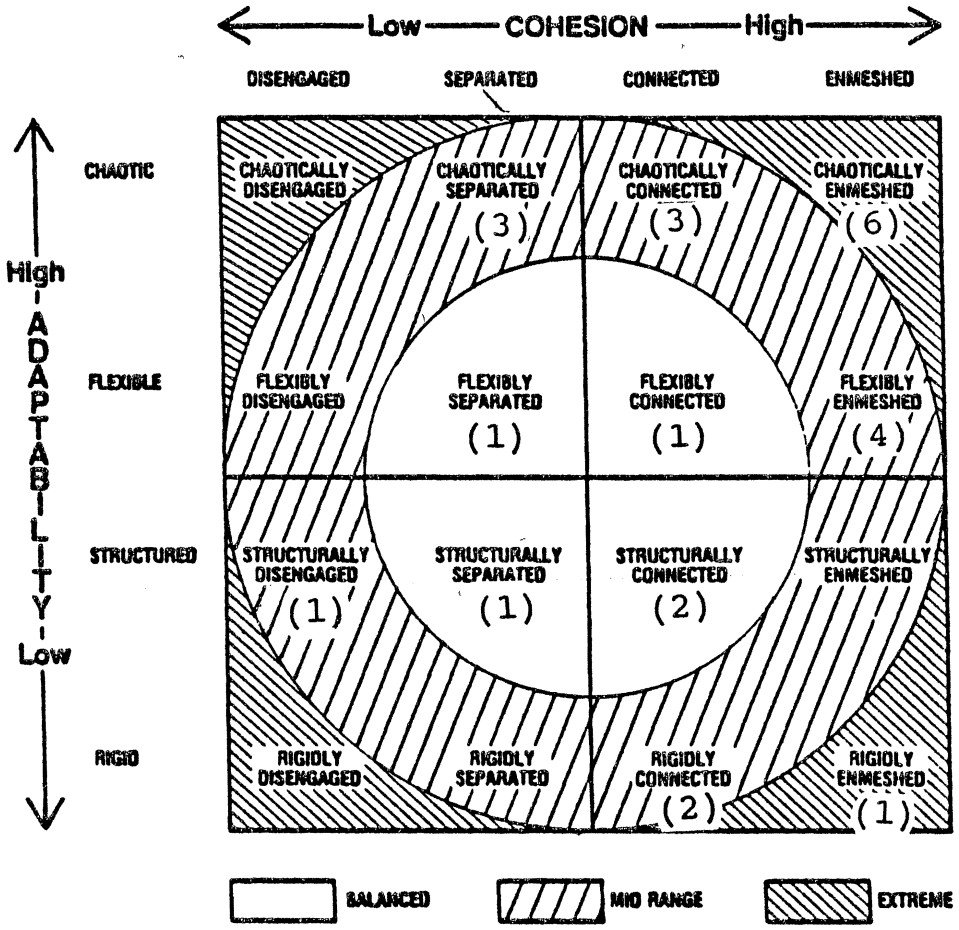
As pointed out before, there are two dimensions to the Circumplex Model - cohesion and adaptability. Within these

two dimensions, there are four levels each ranging from low to high. By combining the two dimensions it is possible to identify and describe sixteen distinct types of family typology. The four Balanced family types are represented by the four center cells on the Circumplex Model. The four corner cells represent the extreme types of family and in this study. The Mid-range family types are represented by the other eight cells on the Circumplex Model.

An examination of the sixteen types gives a more detailed perspective of the clustering of types. The extreme types (6 families) clustered in the upper right, chaotically enmeshed cell indicating high adaptability and high cohesion levels. One family was in the lower right cell (rigidly enmeshed) reflecting low adaptability and high cohesion. In the mid-range, there tended to be a clustering of families with increasing levels of cohesion and adaptability, with three families chaotically separated, three families chaotically connected and six families flexibly enmeshed. The home school families in this study tended to cluster around the upper right corner on the Circumplex Model indicating relatively high overall levels of both cohesion and adaptability.

The Olson, et al. study (1983) found that families with younger children appear to function best as Extreme rather than Balanced family types. He found that families with younger children would tend to move into the upper right quadrant with the birth of their first child and the some

families would shift as their children age into the lower left quadrant.



( ) Number of Families

Source: Olson, et al., Families: What Makes Them Work (1983).

Figure 7. Sixteen Home School Family Types

In general, the majority of the families which home-schooled in this study did tend to congregate in the upper right quadrant of the Circumplex (see Figure 7). However, a closer examination appears indicate that these families continue to stay in the upper quadrant and to have higher scores for the two variables than the Olson et al. study (1983) found to be true for the general population of families with school-age children.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

Home school families are a group about which little research has been conducted which examines the structural or interactional aspects of family functioning. Studies to date have revealed great variation in findings, with little tendency towards consistent patterns of family characteristics, or grounding in a conceptual framework.

The intent of this study was to conduct a descriptive study with an underlying typological and conceptual framework. This would allow data to be organized in such a way that clear tendencies and patterns could be developed. The aim of developing patterns was in the contribution it could make to an understanding of the structure and function of the home school family. Its intent is to serve as the foundation for further research efforts with a more structural/functional focus. It sought to identify needs, issues and ways of coping with problems which, when compared to a typological assessment of home school families, would assist in defining specific family types who home-school. A study conducted by Olson, et al. (1983)

provided a basis for comparison to families at the same life stage whose children are conventionally-schooled.

Relevant Literature

The review of literature focused primarily on developing the contextual and conceptual framework for this study since there is little in the home school research which examined home school families' interactions and structure. The historical development of a family systems approach was discussed and several systems concepts were introduced. The background to the home-schooling experience was reviewed including an examination of compulsory education both nationally and in the state of Oklahoma, where the study took place.

A home school rationale was developed from examination of the home school literature which was divided into three different categories. One of the categories included in the home school rationale concerns the quality and amount of parent/child interactions. Socialization and peer influence were other concerns that usually go into a home school rationale and were the second category. The third category considered the quality and content of education.

The impact of school on family life was reviewed, which placed the school experience within a family development/family systems context. The home school family's experience regarding the impact of school on family life was then compared to the impact of conventional

schools on family life.

Coping as a strategy to provide stability in the face of change in family life was then discussed accompanied by the discussion of assessment strategies for family coping.

Research Instrumentation and Design

The typological assessment tool, FACES III was used as the key element in this study. FACES III assesses family cohesion and adaptability. Cohesion is the level of family bonding or emotional closeness, while adaptability measures the family's ability to change in the face of internal stress in the family's system.

Because home-schooling is a socially unique activity, which often has minimal support or acceptance, it was decided to gather data about stress and coping mechanisms through the use of F-COPES, an instrument which assesses coping mechanisms used by the family both internally and externally.

In addition, other questions were developed which focused on potential problems, concerns and attitudes gathered from the home school literature. This data and the results from F-COPES were compared with the variables from FACES III - cohesion and adaptability, in order to further delineate specific home school family types. This study was intended to be descriptive in nature, developed to serve as a pilot project future research.

Research Findings

Demographic Factors

There were 25 participants in this study. The profile of home-school families that was developed as the result of this study shows that the teaching parent is primarily female and highly educated, ranging in age from 24 to 42 years old. The families resides in mainly rural and smaller town locations and has between 2 to 3 children. The average age of the children being taught at home is nine, and they had been home-schooled 3 to 4 years. Family income tends to be higher than norms in the general population that were set by the United States census.

Family Profile

Ten semantic differential scales were used to assess home school family attitudes towards conventional schools. A set of ten identical semantic differential scales assessed attitudes towards the home school. The scales from each were paired and t-tests were performed. Several tests were significant.

In general, home-school families viewed conventional schools as more dangerous, authoritarian, closed, rigid, boring and traditional in comparison to the home school. Tests comparing the semantic pairs systematic/unsystematic, structured/unstructured, predictable/unpredictable and

severe/lenient did not show significant differences in how the parents attributed these qualities to either the home school or the conventional school. The standard deviations on these scales tended to be quite high.

Problem areas identified by the teaching parents generally centered around concerns related to time and resources. Time concerns usually focused on not enough time to fulfill role responsibilities and not enough time to pursue personal interests. Resource issues focused on concerns that the parents' personal resources were not adequate enough for the level of responsibility and whether extrafamilial resources were available to cover any gaps in the family's ability to meet their children's needs.

All of the families reported having read books and related literature to prepare themselves to home-school. Seventy-two percent had attended or joined a support group prior to home-schooling. Sixty-eight percent had sought advice from friends/acquaintances and purchased a curriculum. Forty-four percent reported attending a home school workshop.

When asked which resource had been the most helpful in preparing them to home school, the highest percentage reported that books and literature were the most helpful (32%). Twenty-eight percent felt purchasing a curriculum was the most helpful. Only eight percent viewed friends/acquaintances as being the most helpful, and only one percent reported attending a workshop as having been

helpful.

Difficulties with the school system were mentioned by sixteen percent of the respondents and consisted primarily of interactions between the parent and the school superintendent or principal.

Very few families noted on-going negative interactions between themselves and friends or relatives regarding home-schooling. Most of the families who had initially experienced negative responses reported that these responses had improved since they have been home-schooling.

Based on reponses to questions regarding level of support from friends and relatives, it would appear that support was perceived as an attitudinal issue.

An assessment was made of the frequency which home-schooled children participated in six interaction activities. The three interactions with the highest mean scores were, attending church activities (4.04), playing with siblings and/or relatives (4.04) and playing with neighborhood friends (3.40). Participating in clubs such as Boy Scouts had the lowest mean (2.17), followed by participation in home school organizations (2.80) and participating in community-sponsored activities (3.28).

The bipolar scales which rated the importance of seven concerns revealed that dealing with negative reactions from the community was considered the least important concern by these families (with a mean of 5.20 where the closest it is to 7, the more unimportant it is). Dealing with negative

reactions had a mean of 5.08, and dealing with role conflicts had a mean of 3.50. The concern considered the most important by the parents was acquiring home school literature (mean = 2.16). In light of the small percentage of parents who considered home school literature to be helpful in preparing them to home school, it is possible that literature was taken to mean curriculum in this item, and should be further clarified as an item. Time to pursue personal interests was also considered important (mean = 2.68).

F-Copes

F-Copes assessed two types of coping strategies; those that occur within the family's system, and those which require the family system's interaction with people outside the system.

Internal Coping Strategies. There were three subscales for internal coping: Confidence in Problem-solving, Reframing, and Family Passivity. The families in this study had moderate scores in the Confidence in Problem-solving subscale, although this subscale had a high standard deviation, which was examined further in the hypotheses testing process. Reframing had one of the highest average scores with the lowest standard deviation. The findings for Reframing are consistent with other families who are in this developmental life stage (Olson,

et al., 1983). Home school families also scored low in their use use of passive appraisal, which is consistent with their life stage (Olson, et al., 1983).

External Coping Strategies. There were a total of five external coping subscales: Church/Religious Resources, Extended Family, Friends, Neighbors, and Community Resources. The findings in this study indicate that families rely quite heavily on church and other religious resources. The Church/Religious Resources subscale had the highest average score of all the subscales. While families in the same life stage tend to rely heavily on the extended family (Olson, et al., 1983) the home school families did not tend to use this as a coping strategy. Reliance on neighbors also had a low average score, which differed from families in their life stage. The score may have been affected by the large number of rural families in the sample. However these families relied more on church/religious resources as a coping mechanism than do other families. The findings in this study were similar to Olson, et al. (1983) in the sparing use of community resources.

Faces III

Faces III is a typological assessment tool that is used in conjunction with the Circumplex Model to assess family typology. There are nine subscales that measure two

variables: cohesion and adaptability. Cohesion is the measure of the emotional bonding family members have with each other, while adaptability measures the ability of a family to change in response to stress. A high score indicated items which occurred most often.

Cohesion Subscales. The subscales for cohesion were: Emotional Bonding, Supportiveness, Family Boundaries, Time and Friends, and Interest in Recreation. The families in this study tended to score particularly high on the Emotional Bonding subscale.

Asking other family members for help in the Supportiveness subscale had a higher average score than consulting each other for decisions.

Families tended to score high for feeling closer to other family members than people outside the family system. Doing things with just the immediate family did not receive as high an average score.

In the Time and Friends subscale, approving of each other's friends and spending time with each other also had relatively high scores.

The Interest in Recreation subscale had the highest average score in FACES III, regarding the family's ability to easily think of things to do together as a family. Having all the family members together while engaged in family activities was also scored high.

Cohesion scores were broken into four levels ranging

from low to high as follows: Disengaged (very low), Separated (low to moderate), Connected (moderate to high) and Enmeshed (very high). A comparison of the percentages of participants within each level with the percentages from the Olson, et al. study (1983) indicates that there were fewer home school families in levels I, II and III and more families in level IV.

Adaptability Subscales. The subscales for adaptability were: Leadership, Control, Discipline, and Roles and Rules. The Discipline subscale tended to have two distinct groups; one which was participatory in its disciplinary methods and one which was more oriented to a hierarchical approach with children having less of a role in disciplinary issues.

The Leadership subscale scores also indicated that there was a clustering of families. Thirty-two percent said that having different members of the family take leadership positions in the family almost never occurs. Forty percent indicated that it occurs sometimes, and twenty percent said that their family almost always has different members of the family take leadership positions.

In the Control subscale, it was noticed that children were allowed to participate in decisions but were not as apt to make the decisions in the family. The Rules subscale indicated that these families did not find it difficult to determine who does household chores and that in general

rules did not often change.

Adaptability scores were broken into four levels ranging from low to high as follows: Rigid (very low), Structured (low to moderate), Flexible (moderate to high), and Chaotic (very high). Fifty percent of the home school families had scores placing them in the highest level of adaptability. Percentages of families decreased for each of the other levels (24% for level III, 16% for level II, and 12% for level I). A comparison of percentages with those in the Olson, et al. study (1983) indicate that there were fewer home school families in levels I, II and III, and more home school families in level IV.

Hypotheses

Identification of Needs and Problems

The teaching parents in this study did report having less personal time, and conflicts resulting out of the lack of time. Forty-eight percent of the participants mentioned time-related issues or conflicts. Twenty-four percent reported not having enough time to pursue personal interests or activities. Thirty-two percent of the teaching parents mentioned conflicts between teaching requirements and their other duties.

Responses regarding the importance of dealing with role conflicts revealed two major clusters of response. Fifty-two percent perceived this issue as very important to them giving it a 1 or 2 rating on the bipolar Concern scale.

Another thirty-two percent perceived this as very unimportant by giving it a 6 or 7 rating on the bipolar scale.

Intentional efforts to involve home-schooled children in interactions with peers tended to center around informal interactions with neighborhood friends, siblings or relatives and involvement and participation in church activities.

Negative reactions of friends, family and community did not prove to be an important factor. Families also did not express concern for finances.

Classification and Description

The typological assessment of cohesion and adaptability levels revealed that home school families have very high scores for both variables. A comparison of percentages of families whose scores fell in each of the four levels for adaptability and cohesion indicated that the home school families also tended to score higher for cohesion and adaptability than other families with school-age children who use conventional-schooling methods.

Home school parents' scores for adaptability were compared with the degree to which they perceived the conventional schools as being structured. Parents with high levels of adaptibility perceived the schools as significantly more structured than did parents with low adaptability at the .05 level.

An analysis of variance found that the scores for the Family Boundary subscale and the cohesion variable were significantly different. A Tukey's HSD revealed that families who score high for cohesion will also score high for feeling closer to other family members than to people outside the family system.

Comparison of Family Type
By Problem Identification

There were no significant differences found when family type was compared to particular home school related problems or concerns.

Comparison of Family Type
By Coping Style

Only two tests performed on this group of hypotheses were significant. When the adaptability variable was compared with the Confidence in Problem-solving subscale it was found that the higher a family scores for adaptability, the more confidence they will report having in their ability to solve their own problems. When adaptability was compared to the Family Passivity subscale, it was found that the higher the level of adaptability, the less a family will tend to use passive appraisal as a coping strategy.

Conclusions

Families in this study had higher levels of cohesion

and adaptability than were found to be the norm for their developmental life stage by Olson, et al.(1983). The results suggest that families with high cohesion and adaptability scores on the Circumplex are more apt to home-school than families whose levels of cohesion and adaptability are in the lower levels on the Circumplex.

Using Minuchin's model, a major proportion of each of the family members would be diagramed within the family system's rectangle, representing a high level of involvement within the family system as compared to outside of the family system.

Several other findings in this study as well as in the literature have confirmed home school families' high level of emotional bonding. In this study, they tended to report interacting often together and to be capable of easily thinking of things to do together. Gustavson (1980) and Sexson (1988) both both noted that a desire to extend the amount of time the family spends together was expressed as part of home school families' rationale for home-schooling

The individualism and autonomy of home school families mentioned in the literature (Sexson, 1988; Schemmer, 1985; Taylor, 1986) appear to be consistent with the high adaptability levels of the families in this study in combination with their limited reliance on external coping mechanisms, particularly the extended family which Olson, et al. (1983) had noted was used quite often for support by families of school-age children. The study did not find

indications that negative reactions from the extended family would have prevented their use as a source of support.

Although these families tended to be highly adaptive, they appear to have been able to achieve a kind of dynamic equilibrium between stability and change. Most of these families have home-schooled for more than one or two years. Responses to the open-ended segments of the questionaire did not portray a picture of families with severe dysfunctions

The presence of this kind of equilibrium suggests that there are stabilizing forces within the family system. Family consensus about its structure and functions can be one potential way in which families can tolerate such high levels of cohesion and adaptability as are seen in this group.

The life stage of these families also tends to require or accept higher levels of cohesion, although these families have higher levels than are usually found even in their developmental life stage.

High levels of confidence in the families' attitudes towards the ability to solve their own problems which was also noted in the study could provide stabilizing influences. The family which views stress as being manageable will be less likely to experience stress as threatening.

While these families have the same two tasks for parents with school age children mentioned in Olson, et al. (1983), i.e. socialization and education, they tend to have

greater levels of control over these issues. Control was referred to in Chapter 2 as a factor that emerges when the home school experience is compared to the conventional school experience. It has been noted by Williams et al. (1984) in their case studies of home school families. It has been inferred in the studies by Wartes (1985), Kink (1983) and Sexson (1988) who all noted that parents wished to have a greater degree of determination over what kinds of peer involvements their children have as a rationale for home-schooling.

Several findings in this study suggest that control is an underlying issue. Parents were more apt to encourage informal interactions with neighborhood friends, siblings and relatives, and/or church activities than community-sponsored activities, clubs or even home school activities. It is possible that the preferred mechanisms for peer interaction are more attractive because of their relative homogeneity, and ability to be more closely monitored; also because it is easier for the parent to determine length of interaction based on family needs.

Control was also suggested in the high scores given to approving each other's friends and the low scores given to consulting other family members on decisions and utilization of community resources as a coping mechanism.

It is possible that a system can accomodate extreme levels of change when there is an underlying ability to have clear and accessible lines of control over life stage tasks,

such as socialization and education. It is even possible that for families with high adaptability and cohesion, home-schooling may be a stabilizing mechanism in the family as it increases the amount of control the family has over its life stage tasks.

A large percentage of the families in this study tended to rely on church and religious resources more than Olson, et al. (1983) reported for families of school-age children. It was noted that this strategy may "serve to decrease the social ambiguity by acting as a reference point for social norms and expectations that guide the family in stressful situations" (Olson, et al., p. 148). This may be particularly important in the home school situation which has the potential for increasing social ambiguity as well as demands on the parents.

In this Oklahoma study, the families appeared to rely on the church as an important means of coping with stress. The role that churches play in sanctioning and/or encouraging alternative belief structures to the social norm cannot be discounted. Its potential contribution towards easing stress and stabilizing the family system may be important.

High individualism and autonomy did not as may be expected, necessarily make the external boundaries of these families rigid. However the emergence of two distinct groups in regards to attitudes towards the structuredness of conventional schools/home schools provides data which

suggests that there are at least two types of people who home-school, one with rigidly defined external boundaries which view the conventional schools as too unstructured, and one with external boundaries which are more permeable that view conventional schools as too structured. The suggestion that there are two "camps" or orientations appears throughout the literature. Lines (1982) noted that there appeared to be two different philosophical views towards conventional schools. Several studies have shown that parents who home-school were conservative fundamentalists (Divoky, 1983; Linden, 1983; Lines, 1983; Schemmer, 1985; Sexson, 1988) while others have observed families having a non-traditional or progressive background (Gustavson, 1980; Sexson, 1988). Sexson's study is one of the few that proposes the home-schooling movement in a "convergence of distinct ideological extremes (p.13)." Van Galen (1987) also identified two categories of home school parents.

Pitman (1986) describes three categories of home school families. The Leadership subscale in this study also appeared to point to the presence of three distinct groups as reflected by attitudes towards allowing different people in the family to act as leaders. One group frequently allowed this kind of hierarchical role change within the family system, one group would allow it to occur sometimes, and another group reported that leadership roles never occurred in the family. These findings would suggest that there are differences in internal structure and boundaries

which were outside the purview of this study.

The responses of the teaching parents to the issue of support from friends and relatives indicated that these parents view support regarding home-schooling as an attitudinal issue. For these parents, who are engaged in an activity that is perceived as unusual or different by the society at large, it is possible that the most important support is attitudinal in nature. A study by House (1980) was discussed in Olson, et al., (1983) that concluded that the most important kind of support is esteem support; interactions that convey emotional concern. Since interactions are closely tied to attitudes or perception, a positive attitude towards the parents' decision to home-school may be necessary for the parents to perceive interactions as supportive.

Based on the results of tests done on the hypotheses, it would appear that family typology did not play a significant role in how home school families identify or respond to the needs and problems which are a part of the home school experience, although this could have been affected by small sample size and the high standard deviations on some of the scales. However, it could also mean that there are problems and stresses inherent in the home-schooling experience itself that families have in common regardless of family type.

However, typology, and in particular the adaptability variable, did have an effect on whether passive appraisal

was used by families as a way of dealing with stress. Families who were highly adaptable tend to use passive ways of dealing with stress less often.

While family typology did not affect the processes in which needs and problems were addressed, it did affect the attitudes the parents had towards their ability to solve their own problems. The families in the study that had high adaptability had more confidence in their ability to handle problems within the family system.

This study was able to use family typology within a family developmental/family systems framework to begin to determine the characteristics in the structure and functions of family life that home school families have in common. In doing so, it also was able to begin to develop some tentative suggestions for how these families maintain stability.

It has also started to document the ways in which home school families are different, most notably in their views of the conventional school versus the home school, which may point to two or more unique types of family systems that characterize home school families.

Recommendations

There are several recommendations which can be formulated based on the findings and conclusions of this study.

First, the study was able to demonstrate that

typological assessment can be useful for clarifying and identifying characteristics of home school family structure and to a limited extent, its functions. Further study needs to be conducted utilizing this method of assessment to determine if it is possible to identify other home school family characteristics, particularly in structure and functions, which can assist in developing family typology.

Further study is also needed to confirm if high levels of adaptability and cohesion are capable of being generalized to the population and to determine if there are differences in typology as Olson et al. (1983) found in life stage particularly in the family with teenage home-schooled children.

If the general population does have high cohesion/adaptability levels, then it follows that it would be useful to determine what factors stabilize family systems to allow them to accomodate the increased family demands of home-schooling that is accompanied by a typology that is not noted in the research for contributing to an effectively functioning family. In particular, it would be useful to explore the relationship of control-related issues to the stability of the family.

Studies need to be done that compare home school families to their conventionally- schooling peers to assist in a more structured comparison than was possible in this study.

In addition, a longitudinal study to determine if there

are differences in family structure and function between those families who continue to home-school and those who only home-school a short time might further differentiate stabilizing factors in the family system.

Finally, the high standard deviations of some of the responses point to the need to undertake studies which have a larger sample to determine if there are indeed distinctly different types of home school families as have been suggested in the literature and in the results of this study.

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APPENDIXES

APPENDIX A

COMPARATIVE EFFECTS OF SCHOOL ENTRANCE ON CONVENTIONAL AND HOME SCHOOL FAMILIES

CONVENTIONAL SCHOOL FAMILY		HOME SCHOOL FAMILY
SCHEDLE:	Locus of control outside family system	Locus of control in family system.
	Emphasis on child/ school's needs.	Emphasis on child/ family needs.
PARENT/CHILD INTERACTION:	Limited time.	Large amounts of time
	Time more intentional and planned.	Time remains more spontaneous
CHILD/PEER INTERACTION:	Greater amount of time interacting.	Less amount of time interacting.
	Spontaneous, often unplanned.	More intentional, often requires planning.
	Less within parental control.	Parents continue to exert control.
CHILD/SIBLING INTERACTION:	Less time interacting.	Large amounts of time interacting
		Often helps supervise, teach younger siblings.
PARENT TIME:	Allocation for personal needs increases.	Allocation for personal increases.
	Time for younger children increases.	Time for younger children decreases

COMMUNITY INTERACTION:	Parent/community interaction increases.	Parent/community interaction increases
	Community interaction more initiated, mediated by child.	Community interaction usually initiated, mediated by parent.
FINANCIAL RESOURCES:	Outside demands not within parental control increase.	Family maintains greater control over identifying, prioritizing needs.
	Large proportion of education expense fro taxes.	Family must allocate additional monies to educational expense.
ROLES:	Parent/teacher and student/child roles clear and separate.	Parent/teacher and student/child roles not always clear, and sometimes conflicting.
EDUCATIONAL MILIEU:	Learning environment separate from living environment.	Learning environment and living enviroment are combined.
	Parents exert little control.	Parents exert large degree of control.
	Parents unfamiliar with with daily educational content.	Parents have focused understanding of daily educational content.
	Learning process/family interaction separate.	Learning process/ family interaction overlaps.

APPENDIX B

INSTRUMENTS

OSU

Oklahoma State University

DEPARTMENT OF FAMILY RELATIONS
AND CHILD DEVELOPMENT
COLLEGE OF HOME ECONOMICS

STILLWATER, OKLAHOMA 74078 0337
211 HOME ECONOMICS WEST
(405) 624-5057

Dear Home School Parent,

While home-schooling has gained in popularity, it has also been the subject of much controversy and misunderstanding. For the last eight years, as a home school parent, I have spent a great deal of time sharing information with my community about home education. As a graduate student at Oklahoma State University, I am doing a study with home school families which is designed to provide information about how home school families go about the day-to-day activity of teaching and being a family.

I am enclosing a questionaire which will provide very helpful information for this project. All persons who help with this project will receive a brief summary of the findings. I am also available as a resource person should you ever need any information on the law and/or other research regarding home-schooling.

Although some of the questions may not be entirely appropriate to your particular situation, it is important that all questions be answered as completely as possible. A large part of this questionaire was developed for use with any family with school-age children, most of whom are usually schooled in other ways. However, try to respond with the answer that is closest to your beliefs about your family. You may use the back of the questionaire for questions in which you need more space to respond. Your responses to this questionaire will remain anonymous and will not be able to be connected to you in any way. However, if you would not mind being interviewed further by telephone, please note that at the end of the questionaire and someone will call you.

In order to be able to get as much accurate information about home school families as possible from throughout Oklahoma, I would also appreciate your help. If you know of other home schoolers in the state, particularly in rural areas, please include their addresses at the end of this questionaire. Again this will remain confidential and no names or addresses will be used outside of this study.

I have enclosed a self-addressed envelope. Please complete the questionaire and mail by _____. Thank you.

Sincerely yours,

Jayn A. Carson

Jayn A. Carson
Graduate Student - FRCD

David G. Fournier

David G. Fournier, Ph.D.
Faculty Advisor, FRCD
(405) 744-8351

CENTENNIAL
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HOME-SCHOOL FAMILY ASSESSMENT

This questionaire is to be filled out by the parent who is primarily responsible for the structured learning and day-to-day supervision of the home-schooled children in your household.

DEMOGRAPHIC INFORMATION

1. SEX: FEMALE____ MALE____

2. AGE: ____

3. WHAT COUNTY DO YOU LIVE IN?_____

4. WHICH TERM BEST DESCRIBES WHERE YOU LIVE:
____Urban ____Town

____Suburban ____Rural

5. HOW LONG HAVE YOU BEEN HOME-SCHOOLING YOUR CHILDREN?
____under 1 year ____3 - 4 years

____1 - 2 years ____more than 4 years,____no. of years

6. HOW MANY CHILDREN DO YOU HAVE AT HOME?____

7. HOW MANY CHILDREN ARE YOU CURRENTLY TEACHING A SCHOOL CURRICULUM AT HOME (i.e. teaching the skills most children learn at a school) (circle one) 1 2 3 4 5 6 7 8

8. WHAT ARE THE AGES AND GRADE LEVEL OF YOUR HOME-SCHOOLED CHILDREN?

Age:	Grade level:
____	____
____	____
____	____
____	____
____	____
____	____

9. WHAT ARE THE AGES OF YOUR OTHER CHILDREN?_____

10. WHICH OF THE FOLLOWING BEST DESCRIBES THE HIGHEST LEVEL OF EDUCATION WHICH YOU HAVE ATTAINED?

A.____Some high school D.____3-4 years college

B.____High school diploma E.____Graduate school

C.____1-2 years college F.____Other_____

Family Profile

1. PLEASE RATE THE SCHOOL THAT YOUR CHILDREN EITHER USED TO GO TO, OR WOULD GO TO IF YOU WERE NOT HOME-SCHOOLING THEM. PUT AN "X" ON ONE OF THE BLANKS BETWEEN EACH OF THE PAIRS OF WORDS THE CLOSER THE MARK IS TO THE WORD, THE STRONGER YOU FEEL IT DESCRIBES THE SCHOOL.

safe ____:____:____:____:____:____:____: dangerous

democratic ____:____:____:____:____:____:____: authoritarian

closed ____:____:____:____:____:____:____: open

systematic ____:____:____:____:____:____:____: unsystematic

flexible ____:____:____:____:____:____:____: rigid

structured ____:____:____:____:____:____:____: unstructured

unpredictable ____:____:____:____:____:____:____: predictable

interesting ____:____:____:____:____:____:____: boring

severe ____:____:____:____:____:____:____: lenient

progressive ____:____:____:____:____:____:____: traditional

2. NOW PLEASE RATE THE HOME-SCHOOLING PROCESS IN WHICH YOU AND YOUR CHILDREN ARE CURRENTLY INVOLVED. PUT AN "X" BETWEEN THE SAME PAIRS OF WORDS BELOW:

safe ____:____:____:____:____:____:____: dangerous

democratic ____:____:____:____:____:____:____: authoritarian

closed ____:____:____:____:____:____:____: open

systematic ____:____:____:____:____:____:____: unsystematic

flexible ____:____:____:____:____:____:____: rigid

structured ____:____:____:____:____:____:____: unstructured

unpredictable ____:____:____:____:____:____:____: predictable

interesting ____:____:____:____:____:____:____: boring

severe ____:____:____:____:____:____:____: lenient

progressive ____:____:____:____:____:____:____: traditional

3. PLEASE DESCRIBE THE MOST IMPORTANT PROBLEM OR NEED THAT YOUR FAMILY EXPERIENCES AS HOME-SCHOOLERS:

_____

_____

_____

_____

_____

4. PLEASE DESCRIBE THE MOST IMPORTANT PROBLEM OR NEED THAT YOU EXPERIENCE AS THE TEACHING PARENT:

_____

_____

_____

_____

5. HOW DID YOU PREPARE YOURSELF TO HOME-SCHOOL YOUR CHILDREN? (check all that apply)

a.____Reading books and related literature

b.____Seeking advice from friends or acquaintances

c.____Attending workshops

d.____Purchasing a curriculum (such as Calvert, ABEKA, ACE,etc.

e.____Attending or joining a home school support group

f.____Other_____

6. OF ALL THE WAYS LISTED ABOVE, WHICH IN YOUR OPINION WAS THE MOST VALUABLE FOR YOU?_____

7. DID YOU EXPERIENCE ANY DIFFICULTY WITH YOUR LOCAL SCHOOL SYSTEM REGARDING YOUR DECISION TO HOME-SCHOOL?

YES____ NO____ IF YES, PLEASE EXPLAIN:

_____

_____

_____

8. PLEASE DESCRIBE THE SUPPORT YOU HAVE FROM FRIENDS REGARDING HOME-SCHOOLING:

a.____No support, negative response

b.____Reluctant acknowledgement

c.____Neutral response

d.____Supportive with no assistance

e.____Fully supportive with assistance

9. HAS THIS CHANGED SINCE YOU HAVE BEEN HOME-SCHOOLING?

Yes___ No___

IF THIS HAS CHANGED, PLEASE EXPLAIN HOW_____

_____

_____

_____

10. PLEASE DESCRIBE THE SUPPORT YOU HAVE FROM RELATIVES REGARDING HOME-SCHOOLING?

a.____No support, negative response

b.____Reluctant acknowledgement

c.____Neutral response

d.____Supportive, with no assistance

e.____Fully supportive, with assistance

11. HAS THIS CHANGED SINCE YOU HAVE BEEN HOME-SCHOOLING? Yes___ No___

IF THIS HAS CHANGED, PLEASE EXPLAIN HOW:_____

_____

_____

_____

_____

THE FOLLOWING DESCRIBE WAYS IN WHICH SOME HOME SCHOOL CHILDREN INTERACT WITH OTHER CHILDREN. PLEASE WRITE THE NUMBER WHICH BEST DESCRIBES THE AMOUNT OF TIME THEY RELATE TO OTHER SCHOOLED CHILDREN NEXT TO EACH WAY.

1 ALMOST NEVER	2 ONCE IN A WHILE	3 SOMETIMES	4 FREQUENTLY	5 ALMOST ALWAYS

12.____ Playing with neighborhood friends

13.____ Playing with siblings and/or relatives

14.____ Attending church activities

15.____ Participating in community sponsored activities (sports, art classes, etc.)

16.____ Participating in clubs (Scouts, etc.)

17.____ Participating in home school organizations

PLEASE RATE THE FOLLOWING CONCERNS OR ISSUES AS THEY APPLY TO YOU AND YOUR FAMILY (place an "X" in the blank that best describes how important/unimportant these are to your family)

18. Dealing with negative reactions to home-schooling from family

important____:____:____:____:____:____:____unimportant

19. Getting my children involved with activities and friends in the community.

important____:____:____:____:____:____:____unimportant

20. Trying to find the time to pursue my own personal interests.

important____:____:____:____:____:____:____unimportant

21. Dealing with parent/teacher and student/child role conflicts

important____:____:____:____:____:____:____unimportant

22. Dealing with negative reactions to home schooling from the community.

important____:____:____:____:____:____:____unimportant

23. Getting involved with home school support groups.

important____:____:____:____:____:____:____unimportant

24. Acquiring home school literature.

important____:____:____:____:____:____:____unimportant

25. APPROXIMATE ANNUAL FAMILY INCOME:

___less than $10,000	___$20,000 - $24,999
___$10,000 - $14,999	___$25,000 - $29,999
___15,000 - $19,999	___$30,000 or greater

IF YOU WOULD BE WILLING FOR ANOTHER HOME-SCHOOLER TO CALL YOU FOR A PHONE INTERVIEW, PLEASE PUT YOUR PHONE NUMBER HERE:_____

IF YOU WOULD LIKE A COPY OF THE SUMMARY OF THIS STUDY, PLEASE PUT YOUR ADDRESS BELOW (It is not necessary to use your name).

_____

_____

IF YOU KNOW OF OTHER HOME SCHOOLERS, I WOULD APPRECIATE IT IF YOU WOULD INCLUDE THEIR ADDRESSES BELOW SO THAT I MAY SEND THEM A QUESTIONAIRE. THANK YOU.

DIRECTIONS

First, read the list of "Response Choices" one at a time

Second, decide how well each statement describes your attitudes and behavior in response to problems or difficulties. If the statement describes your response very well, then circle the number 5 indicating that you STRONGLY AGREE, if the statement does not describe your response at all, then circle the number 1 indicating that you STRONGLY DISAGREE, if the statement describes your response to some degree, then select a number 2, 3, or 4 to indicate how much you agree or disagree with the statement about your response.

WHEN WE FACE PROBLEMS OR DIFFICULTIES IN OUR FAMILY, WE RESPOND BY:	Strongly Disagree	Moderately Disagree	Neither Agree nor Disagree	Moderately Agree	Strongly Agree
1 Sharing our difficulties with relatives	1	2	3	4	5
2 Seeking encouragement and support from friends	1	2	3	4	5
3 Knowing we have the power to solve major problems	1	2	3	4	5
4 Seeking information and advice from persons in other families who have faced the same or similar problems	1	2	3	4	5
5 Seeking advice from relatives (grandparents, etc)	1	2	3	4	5
6 Seeking assistance from community agencies and programs designed to help families in our situation	1	2	3	4	5
7 Knowing that we have the strength within our own family to solve our problems	1	2	3	4	5
8 Receiving gifts and favors from neighbors (e g food, baking in mail, etc)	1	2	3	4	5
9 Seeking information and advice from the family doctor	1	2	3	4	5
10 Asking neighbors for favors and assistance	1	2	3	4	5
11 Facing the problems "head on" and trying to get solution right away	1	2	3	4	5
12 Watching television	1	2	3	4	5
13 Showing that we are strong	1	2	3	4	5
14 Attending church services	1	2	3	4	5
15 Accepting stressful events as a fact of life	1	2	3	4	5
16 Sharing concerns with close friends	1	2	3	4	5
17 Knowing luck plays a big part in how well we are able to solve family problems	1	2	3	4	5
18 Exercising with friends to stay fit and reduce tension	1	2	3	4	5
19 Accepting that difficulties occur unexpectedly	1	2	3	4	5
20 Doing things with relatives (get-togethers, dinners, etc)	1	2	3	4	5
21 Seeking professional counseling and help for family difficulties	1	2	3	4	5
22 Believing we can handle our own problems	1	2	3	4	5
23 Participating in church activities	1	2	3	4	5
24 Defining the family problem in a more positive way so that we do not become too discouraged	1	2	3	4	5
25 Asking relatives how they feel about problems we face	1	2	3	4	5
26 Feeling that no matter what we do to prepare, we will have difficulty handling problems	1	2	3	4	5
27 Seeking advice from a minister	1	2	3	4	5
28 Believing if we wait long enough, the problem will go away	1	2	3	4	5
29 Sharing problems with neighbors	1	2	3	4	5
30 Having faith in God	1	2	3	4	5

FACES III - FAMILY VERSION

1	2	3	4	5
ALMOST NEVER	ONCE IN A WHILE	SOMETIMES	FREQUENTLY	ALMOST ALWAYS

INSTRUCTIONS. The following statements describe common family situations. Using the 5 responses listed above, please place the NUMBER (1-5) that you believe best describes your family as you see it right NOW.

DESCRIBE, how you see YOUR FAMILY NOW:

_____ 1 Family members ask each other for help.

_____ 2 In solving problems, the childrens's suggestions are followed.

_____ 3. We approve of each other's friends.

_____ 4 Children have a say in their discipline.

_____ 5. We like to do things with just our immediate family.

_____ 6 Different persons act as leaders in our family.

_____ 7. Family members feel closer to other family members than to people outside the family.

_____ 8 Our family changes its way of handling tasks.

_____ 9. Family members like to spend free time with each other.

_____ 10 Parent(s) and children discuss punishment together.

_____ 11. Family members feel very close to each other.

_____ 12. The children make the decisions in our family.

_____ 13 When our family gets together for activities, everybody is present.

_____ 14 Rules change in our family.

_____ 15 We can easily think of things to do together as a family.

_____ 16. We shift household reponsibilities from person to person.

_____ 17. Family members consult other family members on their decisions.

_____ 18. It is hard to identify the leader(s) in our family.

_____ 19. Family togetherness is very important.

_____ 20 It is hard to tell who does which household chores.

Developed at the University of Minnesota by David H. Olson, Joyce Portner & Yoav Lavee

APPENDIX C

SCALES AND SUBSCALES FOR F-COPES AND FACES III

SUBSCALES FOR F-COPES

I. Confidence in Family Problem Solving

7 Knowing that we have the strength within our own family to solve our problems
11 Facing the problems "head-on" and trying to get solutions right away
3 Knowing we have the power to solve major problems
22 Believing we can handle our own problems

II. Reframing Family Problems

15 Accepting stressful events as a fact of life
19 Accepting that difficulties occur unexpectedly
13 Showing that we are strong
24 Defining the family problem in a more positive way so that we do not become too discouraged

III. Family Passivity

12 Watching television
17 Knowing luck plays a big part in how well we are able to solve family problems
26 Feeling that no matter what we do to prepare, we will have difficulty handling problems
28 Believing if we wait long enough, the problem will go away

IV. Chruch/Religious Resources

27 Seeking advice from a minister
14 Attending church services
23 Participating in church activities
30 Having faith in God

V. Extended Family

1 Sharing our difficulties with relatives
25 Asking relatives how they feel about problems we face
5 Seeking advice from relatives (grandparents, etc.)
20 Doing things with relatives (get-togethers, dinners, etc.)

VI. Friends

2 Seeking encouragement and support from friends
16 Sharing concerns with close friends
4 Seeking information and advice from persons in other families who have faced the same or similar problems
18 Exercising with friends to stay fit and reduce tension

VII. Neighbors

10 Asking neighbors for favors and assistance
29 Sharing problems with neighbors
8 Receiving gifts and favors from neighbors (ex. food, taking in mail, etc.)

VII. Community Resources

21 Seeking professional counseling and help for family difficulties
6 Seeking assistance from community agencies and programs designed to help families in our situation
9 Seeking information and advice from the family doctor

SCALES AND SUBSCALES FOR FACES III

FAMILY COHESION

Emotional Bonding
11. Family members feel very close to each other.
19. Family togetherness is very important.

Supportiveness
1. Family members ask each other for help.
17. Family members consult other family members on their decisions.

Family Boundaries
7. Family members feel closer to other family members than to people outside their family.
5. We like to do things with just our immediate family.

Time and Friends
9. Family members like to spend free time with each other.
3. We approve of each other's friends.

Interest in Recreation
13. When our family gets together for activities, everybody is present.
15. We can easily think of things to do together as a family.

FAMILY ADAPTABILITY

Leadership
6. Different persons act as leaders in our family.
18. It is hard to identify the leaders in our family.

Control
12. The children make the decisions in our family.
2. In solving problems, the children's suggestions are followed.

Discipline

4. Children have a say in their discipline.
10. Parent(s) and children discuss punishment together.

Roles and Rules

8. Our family changes its way of handling tasks.
16. We shift household responsibilities from person to person.
20. It is hard to tell who does which household chores.
14. Rules change in our family.

APPENDIX D

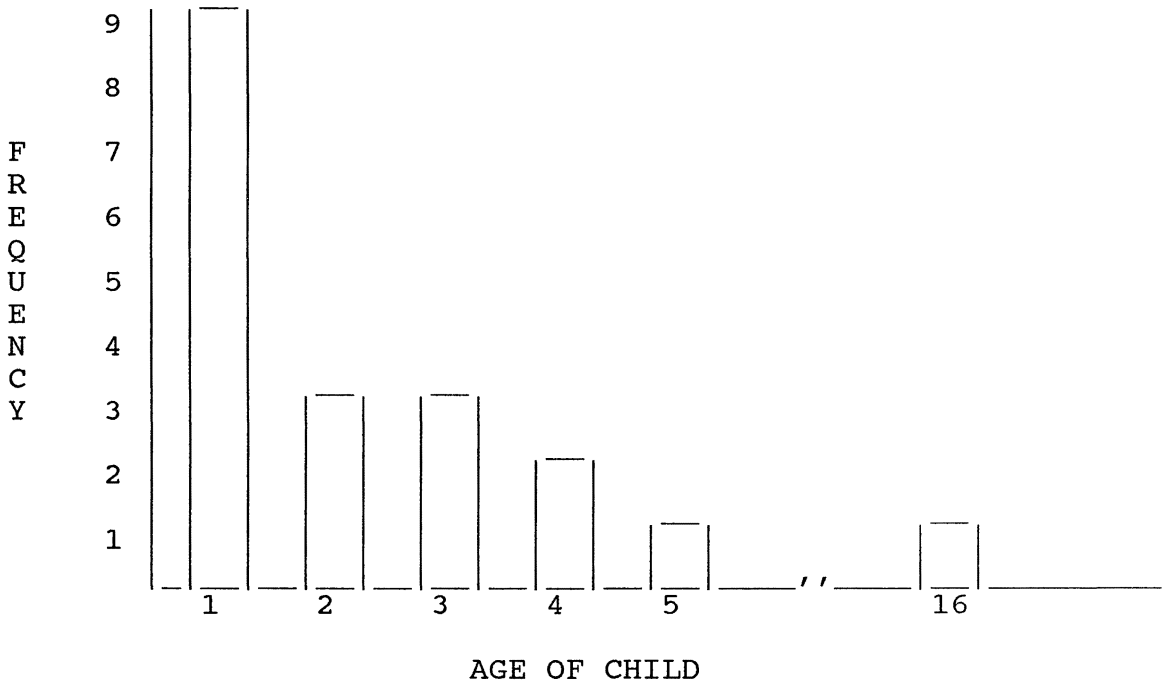
COUNTY OF PARTICIPANTS

RESPONDENTS BY COUNTY

County	Frequency	Percentage
Payne	9	36.0
Bryan	2	8.0
Oklahoma	1	4.0
Tulsa	5	20.0
Benton	1	4.0
Noble	1	4.0
Cleveland	1	4.0
Washington	2	8.0
Creek	1	4.0
Marshall	1	4.0
Delaware	1	4.0
Total:	25	100.0

APPENDIX E

AGE FREQUENCIES OF OTHER CHILDREN


FREQUENCY
9
8
7
6
5
4
3
2
1
1
2
3
4
5
16
AGE OF CHILD

APPENDIX F

PROBLEMS/NEEDS IDENTIFIED

BY TEACHING PARENTS

I need more hours in the day! (Or a maid would be nice.) After I get done teaching, I often feel overwhelmed by all I still have to do with such little time left, and often much of it gets pushed to the next day which is discouraging.

I would like tax credit for expenses.

Learning to teach - to present lessons in a variety of interesting ways - planning lessons from materials that don't give explicit how to's is a problem.

My most important need is to be perfectly organized and deal with my older, faster children who want to be home-schooled. My most important problem or need as a teaching parent is feeling that I'm not adequate.

I wish my children had more playmates, but this is only a problem to me. Although there are many items and programs available that fit my educational tastes and philosophy, there is no one complete curriculum that meets our needs.

I had a hard time trying to find the right curriculum that would keep her equal or above her grade level with the public school system. I could not find out what I needed to teach her. The most important problem I have is allowing enough attention to be given to each child (especialy with a toddler around). I also ran a business out of my home and still need to have enough energy left over to be a good wife.

T.V. is sometimes a problem. Money for field trips, teaching aids and books is my most important need.

We have little contact with other homeschoolers and there are few activities available for homeschoolers. When I go back to work in July, I'll be gone about 11 hours a day. That leaves little time for one-on-one time with my daughter or all the other activities related to taking care of a home.

Flexing our schedule to husband's ever changing one is our most important family problem. Help with decisions, like does our son need help with his 'R' sounds is my most important need.

We have to make extra effort to make sure our children have contact with other children and acttivities outside the home. When the children were younger they had to go everywhere with me.

Because of the extra time involved in preparing and correcting studies we need to work together as a family to keep our home organized and allow every family member free

time. I want our classroom time to be stimulating and fun for each member of the family. I want to be able to give individual attention to each child. My family need is to be able to balance time between schooling, my work and her schooling activities. My important problem or need is finding time to exercise.

The family's most important problem is being different, not being taken seriously. My children are judged more critically than traditionally schooled children. My most important problem is a lack of perspective. Sometimes I worry that I am not ablt to see our situation objectively enough. Sometimes I don't feel I have enough time for creative planning.

My family's most important problem is dealing with situations that arise with our child's 'school' friends, i.e. discussing why they use certain language, why they are sometimes very mean to each other, why they feel certain material things are important, etc. My most important problem is self doubt. Home-schooling feels right at this time, seems to be going well. However because we are so unstructured and untraditional, I get a little concerned at times...are we doing the right thing?

We have a lack of supplimentary resource people, that is adults from outside the family to teach my children their particular field of interest. My problem is lack of time, too many demands on my time.

We have found we need two cars to enable us to get to our extra-curricular activities. My most important problem is the distraction of my almost two year old. It's very difficult to keep my eight year old's attention and for her to concentrate.

Our family needs activities with other homeschoolers. Living in a rural area, other home-schooling families are some distance away. My problem is finding time to teach and still attend to the needs of younger children, the household duties and personal interests.

Time is my most important need.

Being different produces isolation and anxiety. I worry about doing the right thing, demands upon my time and patience. It is difficult to get things done - we lack friends and interests outside the family.

We get on each other's nerves alot. Sometimes its hard to get the kids motivated.

I need to be more organized. I think I need more help from my spouse.

My most important problem was waiting for my daughter to decide when she wanted to learn to read.

APPENDIX G

INDIVIDUAL FAMILY FACES III

SCORES AND TYPOLOGY

Family	= 1			C O H E S I O N				A
								D
Cohesion	= 43		1	2	3	4		A
								P
Adaptability	= 19							T
			5	6	7	8		A
Type	= 15							B
								I
			9	10	11	12		L
								I
					----			T
			13	14	| 15 |	16		Y

Q =	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
R =	4	3	5	1	4	1	4		4	4	5	1	4	2	5	2	4	1	4	1

Family	= 2			C O H E S I O N				A
								D
Cohesion	= 45		1	2	3	4		A
								P
Adaptability	= 19							T
			5	6	7	8		A
Type	= 15							B
								I
			9	10	11	12		L
								I
					----			T
			13	14	| 15 |	16		Y

Q =	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
R =	4	2	5	1	4	1	5	3	3	1	5	1	5	2	5	3	4	1	5	1

Family	= 3			C O H E S I O N				A
								D
Cohesion	= 47		1	2	3	4		A
								P
Adaptability	= 26					---		T
			5	6	7	| 8 |		A
Type	= 8					---		B
								I
			9	10	11	12		L
								I
								T
			13	14	15	16		Y

Q =	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
R =	5	4	5	4	4	3	5	3	4	3	5	1	5	3	5	2	4	1	5	1

Family = 4
Cohesion = 45
Adaptability = 25
Type = 7

	C O H E S I O N			
	1	2	3	4
A D A P T A B I L I T Y	5	6	| 7 |	8
	9	10	11	12
	13	14	15	16

Q =	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
R =	5	3	4	3	4	2	5	3	4	4	4	1	5	1	5	3	4	1	5	2

Family = 5
Cohesion = 48
Adaptability = 39
Type = 4

	C O H E S I O N			
	1	2	3	| 4 |
A D A P T A B I L I T Y	5	6	7	8
	9	10	11	12
	13	14	15	16

Q =	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
R =	5	3	3	3	5	1	5	5	5	5	5	2	5	5	5	5	5	2	5	4

Family = 6
Cohesion = 48
Adaptability = 28
Type = 8

	C O H E S I O N			
	1	2	3	4
A D A P T A B I L I T Y	5	6	7	| 8 |
	9	10	11	12
	13	14	15	16

Q =	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
R =	5	4	5	3	5	4	5	4	5	2	5	3	5	2	5	3	3	1	5	1

Family = 7

Cohesion = 44

Adaptability = 32

Type = 3

	C O H E S I O N			ADAPTABILITY
1	2	[3]	4	
5	6	7	8	
9	10	11	12	
13	14	15	16	

Q =	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
R =	4	4	2	4	5	2	5	4	5	2	5	2	5	2	5	5	3	1	5	3

Family = 8

Cohesion = 47

Adaptability = 30

Type = 4

	C O H E S I O N			ADAPTABILITY
1	2	3	[4]	
5	6	7	8	
9	10	11	12	
13	14	15	16	

Q =	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
R =	5	3	4	3	5	4	5	4	5	3	5	2	5	3	4	3	4	2	5	2

Family = 9

Cohesion = 39

Adaptability = 24

Type = 10

	C O H E S I O N			ADAPTABILITY
1	2	3	4	
5	6	7	8	
9	[10]	11	12	
13	14	15	16	

Q =	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
R =	3	3	4	4	3	2	4	2	4	4	5	1	4	2	4	2	4	2	4	1

Family	= 10		C O H E S I O N				A
							D
Cohesion	= 40	1	2	3	4		A
							P
Adaptability	= 25		---				T
		5	| 6 |	7	8		A
Type	= 6		---				B
							I
		9	10	11	12		L
							I
							T
		13	14	15	16		Y

Q =	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
R =	3	3	5	2	3	1	4	3	4	3	5	2	4	1	5	4	3	1	4	3

Family	= 11		C O H E S I O N				A
							D
Cohesion	= 48	1	2	3	4		A
							P
Adaptability	= 26				---		T
		5	6	7	| 8 |		A
Type	= 8				---		B
							I
		9	10	11	12		L
							I
							T
		13	14	15	16		Y

Q =	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
R =	5	3	5	3	3	2	5	3	5	5	5	2	5	2	5	3	5	1	5	1

Family	= 12		C O H E S I O N				A
			---				D
Cohesion	= 40	1	| 2 |	3	4		A
			---				P
Adaptability	= 32						T
		5	6	7	8		A
Type	= 2						B
							I
		9	10	11	12		L
							I
							T
		13	14	15	16		Y

Q =	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
R =	4	4	5	4	4	4	4	3	4	3	4	3	3	4	4	2	3	3	5	2

Family	= 13		C O H E S I O N				A
							D
Cohesion	= 47	1	2	3	4		A
							P
Adaptability	= 26				---		T
		5	6	7	| 8 |		A
Type	= 8				---		B
							I
		9	10	11	12		L
							I
							T
		13	14	15	16		Y

Q =	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
R =	4	3	5	2	5	3	5	3	5	4	5	3	5	2	5	2	3	1	5	1

Family	= 14		C O H E S I O N				A
					---		D
Cohesion	= 48	1	2	3	| 4 |		A
					---		P
Adaptability	= 35						T
		5	6	7	8		A
Type	= 4						B
							I
		9	10	11	12		L
							I
							T
		13	14	15	16		Y

Q =	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
R =	5	5	4	5	5	5	5	3	5	5	5	3	5	3	5	2	4	3	5	1

Family	= 15		C O H E S I O N				A
					---		D
Cohesion	= 47	1	2	3	| 4 |		A
					---		P
Adaptability	= 32						T
		5	6	7	8		A
Type	= 4						B
							I
		9	10	11	12		L
							I
							T
		13	14	15	16		Y

Q =	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
R =	4	4	5	4	4	4	5	2	5	3	5	3	5	3	5	2	4	5	5	2

Family = 16
Cohesion = 42
Adaptability = 24
Type = 11

	COHESION			ADAPTABILITY
1	2	3	4	
5	6	7	8	
9	10	11	12	
13	14	15	16	

Q = 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20
R = 4 3 3 2 3 2 5 4 4 4 5 2 5 2 5 2 3 2 5 1

Family = 17
Cohesion = 45
Adaptability = 29
Type = 3

	COHESION			ADAPTABILITY
1	2	3	4	
5	6	7	8	
9	10	11	12	
13	14	15	16	

Q = 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20
R = 5 3 5 3 4 2 5 4 4 3 4 2 4 3 5 3 4 1 5 3

Family = 18
Cohesion = 38
Adaptability = 30
Type = 2

	COHESION			ADAPTABILITY
1	2	3	4	
5	6	7	8	
9	10	11	12	
13	14	15	16	

Q = 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20
R = 4 3 4 4 3 2 4 3 4 3 4 3 3 3 5 3 3 2 4 3

```
Family          =   19          C O H E S I O N          A
                                                         D
Cohesion        =   48        1     2     3     4        A
                                                         P
Adaptability    =   19                                   T
                            5     6     7     8        A
Type            =   16                                   B
                                                         I
                            9     10    11    12       L
                                                         I
                                              ----       T
                           13     14    15  | 16 |       Y
                                              ----

Q = 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20
R = 4 3 5 1 4 3 5 1 5  4  5  1  5  1  5  2  5  1  5  1
```

```
Family          =   20          C O H E S I O N          A
                                          ---            D
Cohesion        =   42        1     2   | 3 |    4       A
                                          ---            P
Adaptability    =   31                                   T
                            5     6     7     8        A
Type            =    3                                   B
                                                         I
                            9     10    11    12       L
                                                         I
                                                         T
                           13     14    15    16       Y

Q = 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20
R = 4 4 4 2 4 3 4 4 3  2  5  3  5  3  4  4  4  2  5  3
```

```
Family          =   21          C O H E S I O N          A
                                                         D
Cohesion        =   33        1     2     3     4        A
                                                         P
Adaptability    =   23                                   T
                            5     6     7     8        A
Type            =    9                                   B
                          ---                            I
                        | 9 |   10    11    12       L
                          ---                            I
                                                         T
                           13     14    15    16       Y

Q = 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20
R = 3 2 5 1 4 4 3 3 3  1  2  1  4  2  4  5  2  1  3  3
```

Family	=	22		C O H E S I O N				A
								D
Cohesion	=	45	1	2	3	4		A
								P
Adaptability	=	21						T
			5	6	7	8		A
Type	=	11						B
					----			I
			9	10	| 11 |	12		L
					----			I
								T
			13	14	15	16		Y

Q =	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
R =	5	4	5	1	3	3	4		4	1	5	4	4	1	5	5	5	1	5	1

Family	=	23		C O H E S I O N				A
						---		D
Cohesion	=	47	1	2	3	| 4 |		A
						---		P
Adaptability	=	29						T
			5	6	7	8		A
Type	=	4						B
								I
			9	10	11	12		L
								I
								T
			13	14	15	16		Y

Q =	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
R =	5	4	5	3	3	1	5	5	5	3	5	3	5	3	4	3	5	1	5	1

Family	=	24		C O H E S I O N				A
				---				D
Cohesion	=	38	1	| 2 |	3	4		A
				---				P
Adaptability	=	32						T
			5	6	7	8		A
Type	=	2						B
								I
			9	10	11	12		L
								I
								T
			13	14	15	16		Y

Q =	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
R =	3	3	5	4	3	4	3	4	4	3	4	3	4	2	4	5	5	4	3	1

Family	=	25		C O H E S I O N				A
							---	D
Cohesion	=	46		1	2	3	| 4 |	A
							---	P
Adaptability	=	32						T
				5	6	7	8	A
Type	=	4						B
								I
				9	10	11	12	L
								I
								T
				13	14	15	16	Y

Q =	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
R =	4	4	5	3	4	2	5	4	4	5	5	3	5	2	5	4	4	1	5	2

VITA

Jayn Allie-Carson

Candidate for the Degree of

Master of Science

Thesis: STRUCTURE AND INTERACTION PATTERNS IN HOME SCHOOL FAMILIES: A TYPOLOGICAL ASSESSMENT

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Biographical:

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