Exploring Homeschooling: In-depth Meta-Analysis of Its Impact on Learning Motivation and Factors Influencing Family Choices

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Exploring Homeschooling: In-depth Meta-Analysis of Its Impact on Learning Motivation and Factors Influencing Family Choices

Mena Khairy Eldeeb[*] ID **, Tasneem Diab** ID **,**
Yusr Alkubish ID **and Saba Qadhi** ID
Qatar University
Doha, Qatar

Abstract. This study examines the impact of homeschooling, an increasingly popular alternative education, on learning motivation and the factors influencing families' decisions to homeschool. Employing a meta-analytical approach, this study aims to synthesize existing literature on these topics, offering a comprehensive overview of current knowledge. A search conducted on the Web-of-Science database yielded 18 relevant studies meeting the inclusion criteria. The decision to homeschool is inherently intertwined with family choices, influenced by personal family beliefs and values, dissatisfaction with conventional schooling, special health conditions, and religious or moral guidance. These decisions often reflect diverse cultural and societal contexts, emphasizing the contextual nature of homeschooling choices. Overall, results indicate a significant positive impact of homeschooling on learning motivation, as it enhances students' engagement and learning interests. Additionally, the study incorporates a PRISMA diagram and a table outlining the characteristics of the incorporated studies. This meta-analysis provides an updated overview of the homeschooling phenomenon and its implications for future education and practice.

Keywords: Motivation; Prisma; Homeschooling; Home Education; Alternative Education

1. Introduction

Homeschooling, which is identified by some as "unschooling," is a unique approach to education that can be viewed to embrace diversity and promote cultural understanding. It has evolved from being perceived solely as an emerging educational phenomenon to becoming an established practice with growing popularity and significance in contemporary education systems. Once considered

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[*]Corresponding author: *Mena Khairy Eldeeb, debymeka@gmail.com*

an alternative approach, homeschooling is now recognized as a mainstream educational option chosen by an increasing number of families worldwide. Its emergence as a viable educational model reflects shifting perspectives on education and a desire for personalized learning experiences (Tilhou, 2020). By allowing children to learn from various sources and viewpoints, homeschooling enables them to form their beliefs and values (Chase and Morrison, 2018). Homeschooling, characterized by parental guidance in home-based learning, has evolved over the past decade from being viewed as an unconventional and innovative approach to education to becoming increasingly accepted as a mainstream option in the United States. It is now acknowledged as one of the fastest-growing educational alternatives in the country (Kunzman & Gaither, 2013; Ray, 2011). Moreover, home-based education is gaining momentum worldwide; in South Africa, homeschooling reflects a dynamic and varied educational landscape influenced by legal, cultural, and socio-economic factors (Dlamini et al., 2021).

Similarly, in the context of the UAE, some families opt for homeschooling to offer a customized educational experience in line with their cultural or religious convictions. Additionally, expatriate families may choose homeschooling to ensure continuity in their children's education (Ahbabi, 2021). Many other nations have seen this rise in homeschooling's popularity. However, while homeschooling offers flexibility and personalized learning, concerns exist about its effectiveness in promoting multicultural education (Murphy, 2014). According to Romanowski (2001), limited exposure to diverse and marginalized perspectives may perpetuate stereotypes and biases among homeschooled students.

Moreover, the homeschooling framework might face challenges in addressing complex systemic and structural inequalities, which are crucial aspects of a comprehensive multicultural education (Hadderman, 2002). Balancing the benefits of individualized learning with the need for a broader, inclusive understanding of society remains a critical consideration in evaluating the impact of homeschooling on multicultural education (Carlson, 2020; Romanowski, 2006). According to Hartman and Huttunen (2021) and Romanowski (2001), there is a growing interest in home education in several countries worldwide, specifically in Finland. This method of educating children at home, as opposed to traditional schooling, has increasingly been a source of attention and questions regarding its effectiveness and challenges.

It cannot be denied that despite the growing popularity of homeschooling, it remains a complex topic to study empirically. This is one of the limitations due to methodological challenges, such as sampling bias, lack of control groups, outdated or inappropriate measures, and ethical concerns in previous research. As a result, the researchers agree that the effects of homeschooling on students' academic achievement and college success are mixed and inconclusive. It ultimately depends on the quality and type of instruction and the curriculum used.

In the upcoming sections, the rationale behind this study's research will be shared, followed by the methods used to discover relevant information and combine the findings. Our research adheres to established guidelines for META Analysis. Finally, the implications and potential areas for future research will be addressed in the concluding portion.

The main objective of this META Analysis is to study why parents and families choose to be home-educated and to see if this type of education is suitable from an academic and social view. To achieve this objective, a META Analysis will be conducted of research that includes 18 studies, and the following research questions (RQ) will be addressed:

RQ1. To what extent does homeschooling serve as an effective alternative form of education in enhancing children's academic learning outcomes? How does homeschooling compare to traditional schooling?

RQ2. Why do parents choose homeschooling? How do homeschoolers perceive their social interactions in terms of happiness and confidence?

1.1. Research rationale and theoretical perspective

Homeschooling has emerged as a prominent alternative to traditional schooling, as revealed in Carlson's (2020) recent study. This educational method entails parents assuming the role of educators and providing instruction to their children within the home environment. However, homeschooling does not have a uniform approach and can significantly vary based on factors such as state regulations, family dynamics, and individual student needs.

Clements (2002) identifies various factors influencing families' decisions to homeschool, encompassing parental rights, religious beliefs, dissatisfaction with public schools, and the unique needs of children. State regulations further contribute to this variability, with some states imposing stringent oversight and accountability measures while others maintain minimal regulations (Puga, 2019). Notably, Puga highlights the contrast in testing methods between homeschooled and traditionally schooled students, suggesting potential implications for student motivation.

Research by Romanowski (2006) underscores homeschooled students' strong performance on standardized tests, indicative of the academic proficiency fostered by this educational approach. Homeschooling provides a flexible environment conducive to meeting individual learners' needs and preferences. Additionally, homeschooled students benefit from personalized attention, enabling tailored instruction and deeper subject understanding (Ray, 2000). Qureshi & Ali (2022) emphasize the diverse daily experiences of homeschooled children, contrasting with the routine of traditional schooling and its potential impact on student engagement.

Beyond academic outcomes, the social, psychological, and civic effects of homeschooling remain understudied, presenting both challenges and

opportunities for school psychologists (Murphy, 2014). Understanding the legal and ethical dimensions of homeschooling is crucial for professionals in this field.

2. Methodology

This precise method of collecting data is essential in synthesizing findings from multiple studies to provide more robust conclusions. An interpretive method is used in this meta-analysis, which aims to integrate the findings from qualitative, quantitative, and mixed studies that examined the same or closely related topic. The research topic was centered around homeschooling and its relationship to motivation. A straightforward research question was formulated, and criteria for selecting relevant studies were established. For example, the research question posed was: "How is learning motivation influenced by homeschooling as an alternative approach, and what factors contribute to an increased preference for homeschooling by families?".

On October 7th, 2023, searches for English language articles were conducted in the Web of Science database. The search string included three categories. Firstly, the term covering education: (Homeschooling). Secondly, the term covering education (OR "home education"). Thirdly, a term covering the context: (motivation). The searches were not restricted to a specific document type and included research conducted between 2003 and 2023. Other limitations included considerations for open access studies, language, and country.

The Web of Science database was chosen due to its extensive coverage of educational literature, and the specific time frame was selected to ensure the analysis captured recent trends in homeschooling. Additionally, this timeframe allows future submissions to specific databases while meeting the required date range. The selection of this database was tailored to the particular needs of the research, as not all databases address educational matters. Moreover, this platform provides rich content from various regions and countries. The specified date range was chosen to give a contemporary perspective on homeschooling, given its historical significance as a method of education.

2.1. Study identification and data extraction

The electronic search yielded 362 articles, of which 205 were removed due to no open access. Subsequently, 18 articles were excluded based on language, with only English articles meeting the criteria. An article from Israel was also removed. Following the elimination of these 224 articles, 138 remained for independent screening by the three authors of this paper. Each author was assigned 46 articles for a thorough review. Upon distribution and detailed examination, 80 COVID-related articles were eliminated as they did not pertain to the search context.

Additionally, 26 articles discussed unrelated matters, while two did not address the relationship between homeschooling and motivation. Twelve articles were deemed erroneous or inaccessible. Consequently, 18 studies were included in the reference list for this review (See Table 2).

The titles and abstracts of the identified studies were carefully reviewed and evaluated, and only those meeting our criteria were selected for further analysis. Relevant information was extracted, including parental perspectives on homeschooling, specific homeschooling methods, and influencing factors. Our team utilized a standardized form to ensure organized and accessible data management. In addition, several studies presented varying perspectives on homeschooling. Therefore, researchers ensured these divergent viewpoints were incorporated into the analysis sections to capture a comprehensive range of opinions and mitigate potential biases or discrepancies.

In delving into the findings of our meta-analysis, thoughtful discussions were conducted, drawing upon existing literature and theory to provide context. Limitations of the study and potential implications were also considered, along with directions for future research on homeschooling.

Maintaining objectivity and focusing on data from elementary or secondary schools were paramount. Studies lacking concrete evidence, targeting different age groups, or explicitly examining distance learning were excluded based on predefined criteria. Discrepancies in including studies were discussed and resolved among the three authors, and all extracted data underwent thorough verification.

The meta-analysis was meticulously crafted and shared, adhering to our field and journal's reporting standards and guidelines. A PRISMA diagram (Figure 1) and a table outlining the characteristics of the included studies were incorporated to enhance clarity (See Table 2). Proper citation of data sources and a comprehensive description of the methodology were provided.
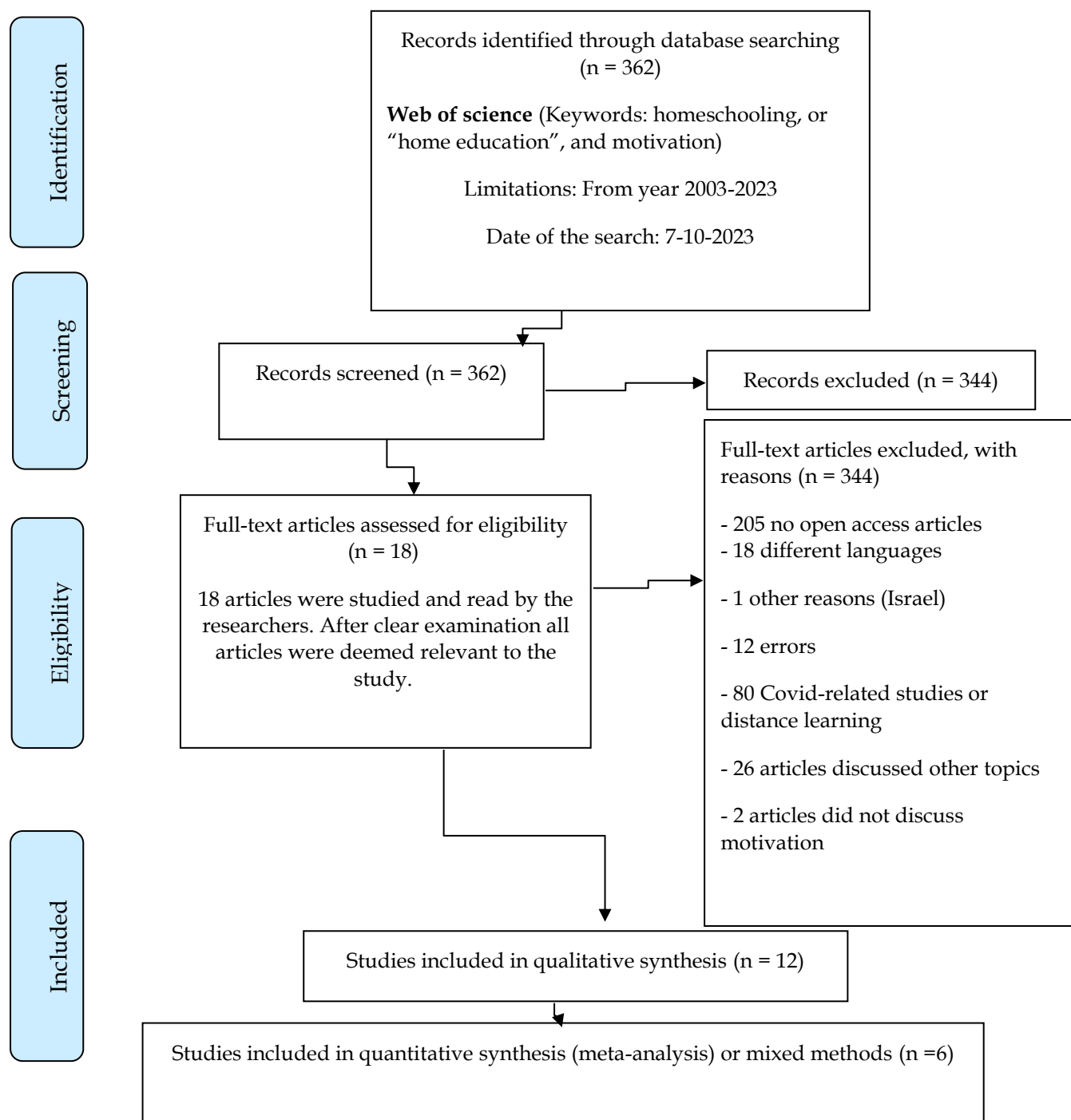
2.2. Analysis
Information was extracted from the studies regarding research questions, theoretical approaches, countries, samples, and results. Extracting this data necessitated a thorough re-reading of each study. During this process, awareness was raised regarding potential differences in analysis depending on the context in which they were conducted. Some studies focused on special needs home-educated students, while others addressed parents' motivations for homeschooling. In some instances, the authors did not investigate specific contexts. Different connections were identified in the studies table (See Table 1), leading to their inclusion in the data results and analysis.

Each article was meticulously condensed by the authors of this study, with extraneous and irrelevant information carefully removed. The original research was consistently referenced to identify the main topics under discussion. This process involved working within each main category and bridging them to ensure a shared understanding and agreement among all three authors.

An analytical approach was utilized to uncover underlying themes, involving multiple rounds of reading, highlighting, interpreting, and discussing. A table with ten columns encompassing each study's main genres, interests, limitations, and specifications was created to organize the findings. The information was

individually read, interpreted, and paraphrased before being discussed collectively by the authors. In presenting results, various research questions and the corresponding answers from multiple studies were provided to illustrate the understanding and connections made to address the main research questions.

Figure 1: PRISMA Diagram

Identification

Records identified through database searching (n = 362)

Web of science (Keywords: homeschooling, or "home education", and motivation)

Limitations: From year 2003-2023

Date of the search: 7-10-2023

Screening

Records screened (n = 362)

Records excluded (n = 344)

Eligibility

Full-text articles assessed for eligibility (n = 18)

18 articles were studied and read by the researchers. After clear examination all articles were deemed relevant to the study.

Full-text articles excluded, with reasons (n = 344)

- 205 no open access articles
- 18 different languages

- 1 other reasons (Israel)

- 12 errors

- 80 Covid-related studies or distance learning

- 26 articles discussed other topics

- 2 articles did not discuss motivation

Included

Studies included in qualitative synthesis (n = 12)

Studies included in quantitative synthesis (meta-analysis) or mixed methods (n =6)

3. Results

3.1. To what extent does homeschooling serve as an effective alternative form of education in enhancing children's academic learning outcomes? How does homeschooling compare to traditional schooling?

Homeschooling has emerged as an educational alternative that offers unique advantages, particularly in providing individualized attention to students (Ludgate et al., 2021; Blok & Karsten, 2011). Homeschooled students benefit from a more intimate learning environment with smaller student-to-teacher ratios. In traditional schools, large class sizes often make it challenging for educators to address individual needs. In homeschooling, focused attention allows for a detailed understanding of each student's strengths and weaknesses. Therefore, homeschooled students benefit significantly from the personalized attention parents or tutors provide. The smaller student-to-teacher ratios intrinsic to homeschooling create an environment where educators can focus on the individual strengths and weaknesses of each student (O'Hagan et al., 2021). This tailored approach has the potential to yield better academic outcomes as it addresses the specific needs of learners.

Van Schalkwyk and Bouwer (2011) claimed that homeschooled students could follow a customized curriculum, allowing them to explore subjects in-depth or accelerate learning in areas of strength. Personalized curricula cater to individual interests and foster a more engaged and motivated learning experience. This engagement positively influences academic achievement as students connect with the material more deeply. According to Ng et al. (2021), homeschooling provides varied learning experiences through interactive games and virtual tours, which enhance achievement in math and social studies, strengthening the motivation to learn. There is no one-size-fits-all approach to homeschooling, and families should choose methods that align with their children's needs and preferences.

Blok and Karsten (2011) agreed with the previous researchers. They argued that one of the advantages of homeschooling is its flexibility in adapting teaching methods to suit the student's preferred learning style. Homeschool educators can enhance understanding and retention by tailoring lessons to accommodate visual, auditory, or kinesthetic learners. This adaptability in teaching methods is a crucial factor in contributing to improved academic performance. Moreover, O'Hagan et al. (2021) noted that mainstream education can be challenging for some children, such as autistic students with social communication difficulties, while home education can offer a positive experience for those families as it establishes good academic and social outcomes. With homeschooling, parents can provide flexible, balanced, and individualized education, leading to positive outcomes.

Homeschooled students can also progress at their own pace, ensuring mastery of concepts before moving forward. This flexibility in pacing, known as mastery-based learning, contributes to a solid academic foundation. Students can be free to spend more time on challenging subjects, fostering a comprehensive understanding of the material (Merry and Karsten, 2010).

The controlled home environment in homeschooling minimizes distractions, providing students with an atmosphere conducive to increased focus on academics. The reduced likelihood of disruptions allows for enhanced concentration, ultimately contributing to improved academic performance. Mwanyumba Tweni et al.'s (2022) results showed that homeschooled students might experience fewer distractions than their peers in traditional schools, leading to an increased focus on academics. Furthermore, the lower student-to-teacher ratios in homeschooling create an environment where personalized feedback and targeted support can be readily provided. They indicate that homeschooled students often perform as well as or better than their traditionally schooled counterparts on standardized tests. The consistently higher academic competence of homeschooled students, as demonstrated through these test scores, attests to the effectiveness of the homeschooling approach. This individualized attention addresses educational gaps promptly, contributing to a more robust academic foundation. The close interaction between educators, "parents", and students facilitates a deeper understanding of the material and ensures that learning challenges are addressed effectively (Kraftl, 2012).

3.2. Why do parents choose homeschooling? How do homeschoolers perceive their social interactions in terms of happiness and confidence?

There are a variety of reasons why families decide to homeschool their children, each with its own set of goals and motives. Seven of the 18 studies that have been categorized are mainly concerned with reasons why families choose homeschooling (Choen, 2020; Chase & Morrison, 2018; Cheng & Hamlin, 2023; Burke, 2022; Carlson, 2019; Hartman & Huttunen, 2020; Ng et al., 2021). They explained that homeschooling parents might strive to harmonize their personal beliefs and sentiments with societal norms and practices. Another motivation is to give children additional self-discovery time and reduce parental workload.

According to Chase and Morrison (2018), reasons for choosing homeschooling can fluctuate, influenced by factors like seeking self-directed education, dissatisfaction with conventional schooling, worries about societal disparities, or a preference for alternative perspectives in comprehending the world. Cheng and Hamlin (2023) noted that families combine knowledge and resources by homeschooling in addition to the education provided by their parents through other channels, such as homeschool cooperatives. Furthermore, different homeschooling arrangements, such as participating in cooperatives or using online instruction, can offer diverse access points to extracurricular activities and academic material, which may affect families' motivation in selecting particular arrangements.

Moreover, the significant role of creative arts in education is widely acknowledged; they positively influence student motivation by nurturing creativity, critical and innovative thinking skills and fostering cultural and personal awareness (Burke, 2022). In a qualitative study conducted in the United States, Delaney (2014, as cited in Carlson, 2020) discovered that different families had different reasons for homeschooling, such as discontent with traditional education, concerns about the school atmosphere, and a desire for individualized instruction. Hartman and Huttunen (2021) mentioned that the motivation behind homeschooling stems from a desire to establish a customized, nurturing learning

setting that honors a child's uniqueness and cultivates a genuine passion for learning. However, amid the COVID-19 pandemic, motivations for homeschooling might have been shaped by various factors, including access to digital tools, worries about remote schooling quality, and the necessity for tailored support (Ng et al., 2021).

According to McCabe et al. (2021), a primary motivation for parents opting for homeschooling is their wish to offer religious or moral guidance and education to their children. Five of the 18 studies primarily discuss the positive effects of home education that appear in the learners' feelings and social interactions (Chase & Morrison, 2018; Cheng & Hamlin, 2023; Burke, 2022; Hartman & Huttunen, 2020; Davies, 2015). Chase and Morrison (2018) pointed to the findings indicating that adolescents engaged in various social encounters enhanced their social skills, happiness, and self-assurance. This will foster a favorable social milieu, a sense of community, and motivation for the adolescents to engage with diverse individuals.

The opportunity for children to interact with parents, siblings, and other members of society in homeschooling can enhance motivation and learning outcomes, especially in subjects like English (Permoser & Stoeckl, 2021). According to Cheng and Hamlin (2023), facilitating collaboration and fostering social connections among homeschooling students can be achieved through arrangements involving participation in homeschool cooperatives or the engagement of private tutors. In recent times, there has been a transformation in the approach to homeschooling instruction. Through an increasing dependence on internet resources and digital learning methods due to reduce in-person interaction with peers, homeschooled students might experience altered social dynamics. Social interaction approaches in homeschooling exhibit diversity due to their varied pedagogical nature, tailored uniquely to each household (Burke, 2022). In homeschooling, the focus on solid parent-child bonds and a positive atmosphere creates a supportive space for social interaction. This environment hones a child's self-assessment skills, aids in assimilating diverse information, and ultimately bolsters students' confidence in social engagements (Hartman & Huttunen, 2020).

In exploring alternative perspectives and motivations related to homeschooling, it becomes evident that families opt for this educational approach for many reasons. One significant factor is dissatisfaction with traditional schooling systems, where parents may perceive limitations in meeting their children's individual needs or addressing specific learning challenges adequately (Cheng & Hamlin, 2012; Van Schalkwyk & Bouwer, 2011; Permoser & Stoeckl, 2021; Chase & Morrison, 2018). Additionally, concerns about societal disparities, including issues related to school safety, peer influences, and academic standards, prompt some families to seek alternatives such as homeschooling. Moreover, religious or moral guidance is pivotal in influencing homeschooling decisions, as parents may prioritize instilling specific values and beliefs in their children's education (O'Hagan et al., 2021; Kraftl, 2012; Ng et al., 2021). Furthermore, the desire for individualized instruction tailored to a child's unique learning style and pace drives many homeschooling choices. By embracing these diverse motivations and

perspectives, homeschooling offers families the flexibility and freedom to create personalized learning environments that promote academic success and holistic development (Merry & Karsten, 2010; Myers, 2022; Cohen, 2020; McCabe et al., 2021).

Furthermore, principles and convictions passed down by their families, often in line with religious or conservative moral ideologies, could foster contentment and self-assurance among home-educated individuals during social interactions. Davies (2015) mentioned that homeschooling is a beneficial option for children who have faced challenges in traditional school environments, such as bullying or insufficient support for special needs. This alternative can significantly enhance their well-being and confidence in social interactions. Thomas (2016) emphasized this idea and pointed out the importance of understanding the diverse motivations and perspectives of homeschooling parents and emphasizing their flexibility and freedom when making educational choices.

Table 1: A summary of the mentioned studies

Context	Main results/ recommendations	Studies
Curriculum and Academic Achievement	These studies claimed that incorporating diverse curriculums into homeschooling programs enhances individualized learning experiences. Moreover, it indicates positive academic outcomes among homeschooled students compared to traditional schools. Recommending various curriculums and emphasizing these favorable academic results could help improve the overall perception of homeschooling as a successful and viable educational alternative.	Van Schalkwyk & Bouwer, 2011; Tweni et al., 2022; Permoser & Stoeckl, 2021; De Carvalho & Skipper, 2019; O'Hagan et al., 2021; Kraftl, 2012; Ng et al., 2021
Homeschooling as a flexible alternative	These studies found that the flexibility in homeschooling positively influences learning outcomes. The adaptability of schedules allows students to progress at their own pace, leading to increased engagement and a more comprehensive understanding of subjects, which genuinely increases learning motivation. Recognizing and embracing the advantages of flexibility in homeschooling could enhance the overall learning experience for students.	Cheng & Hamlin, 2023; Schalkwyk & Bouwer, 2011; Permoser & Stoeckl, 2021; Chase & Morrison, 2018; De Carvalho & Skipper, 2019; Davies, 2015; Merry & Karsten, 2010; Myers, 2022; Cohen, 2020; Mccabe et al., 2021
Providing support for homeschooled adolescents and their families	These studies suggest that providing increased support to homeschoolers from both the government and society can contribute to the overall success of homeschooling. This support might include access to resources, educational materials, and community	Van Schalkwyk & Bouwer, 2011; Cheng & Hamlin, 2023; Burke, 2022; Carlson, 2020; Hartman & Huttunen, 2021; Ng et al., 2021; De Carvalho &

	programs. Recognizing and addressing the needs of homeschooling families could foster a more conducive environment for effective home-based education.	Skipper, 2019; Ludget et al., 2021.

4. Summary of main findings

The main findings can be summarized in the following points:

(1) Homeschooling offers unique advantages in providing individualized attention, customized curriculum, flexible pacing, and reduced distractions to students, leading to improved academic performance and outcomes. Homeschooled students benefit from a more intimate and adaptable learning environment where they can explore their interests, master concepts, and receive personalized feedback and support.

(2) Homeschooling can positively affect students' feelings and social interaction, especially when participating in cooperatives, online instruction, or private tutoring. It enables students to access various learning resources and opportunities, such as online instruction, homeschool cooperatives, private tutors, and creative arts, enhancing their academic and social development.

(3) Homeschooling allows parents to align their educational goals and methods with their personal beliefs, sentiments, and preferences, creating a harmonious and satisfying learning experience for their children. A study by Davies (2015) focuses on how parent-child solid bonds and a positive atmosphere in homeschooling support social interaction, aid in assimilating information, and bolster confidence in social engagements. Homeschooling can benefit children facing challenges in traditional school environments, like bullying or lack of support for special needs, enhancing overall well-being and confidence in social interactions. The flexibility and freedom available to homeschooling parents when making educational choices are essential (Thomas, 2016).

(4) Families choose homeschooling for various reasons, such as personal beliefs, dissatisfaction with conventional schooling, creative arts, and religious or moral guidance. A study by McCabe et al. (2021) pointed out that families' dissatisfaction with traditional education, worries about societal injustices, wish to seek alternative viewpoints and combine knowledge and resources, wish for individualized instruction, want to offer kids more time for self-discovery, and desire to create a nurturing, customized learning environment are reasons why they choose homeschooling,. One important reason for homeschooling is moral or religious guidance.

(5) In our exploration of motivations for homeschooling, several vital factors emerged. Families often choose this educational approach due to dissatisfaction with traditional schooling, concerns about societal disparities, and the desire for individualized instruction tailored to their child's needs and values (Cheng & Hamlin, 2023; Van Schalkwyk & Bouwer, 2011; Permoser & Stoeckl, 2021; Chase & Morrison, 2018). Additionally, religious or moral guidance significantly influences homeschooling decisions (O'Hagan et al., 2021; Kraftl, 2012; Ng et al., 2021). Ultimately, homeschooling allows families to create personalized learning environments, fostering academic success and

holistic development (Merry & Karsten, 2010; Myers, 2022; Cohen, 2020; McCabe et al., 2021).

5. Limitations

Our research has explored the topic by conducting a thorough Meta-Analysis of existing studies. While this approach allowed us to comprehensively examine a vast body of analysis, it also has limitations. Our search strategy was limited to English databases, potentially omitting relevant studies from other languages. The exclusion of non-English studies has omitted valuable insights from non-Anglophone countries, which could provide a more global perspective on homeschooling.

Other databases could not be included, which may have presented some challenges for the researchers. Including more databases in the search would be more confusing and complex, and it might take more time to exclude repeated articles from each database. References in each cited paper were not thoroughly or manually searched through journals and websites, which may have yielded additional insights and studies relevant to our research questions.

Another significant constraint about accessing "open access" articles is that despite having institutional access to the database, most of these articles required viewing fees, leading to our decision to exclude them from our study. It is important to note that our research questions were not the only aspects of this topic worth exploring. Other valuable discussions and perspectives could have been covered in this paper. Other questions could have yielded more ideas about the topic discussed here.

Nonetheless, the analysis has carefully identified and focused on two specific questions. Our team of three authors meticulously extracted and analyzed utterances and descriptions, but it is acknowledged that there may have been alternative interpretations. Overall, our research has provided valuable insights into the topic, but it is recognized that other interpretations and perspectives could have been included. Despite its limitations, our Meta-Analysis has shed light on essential aspects of the research, and it is hoped that it will contribute to further discussions and studies in the future.

6. Discussion

There is a general understanding of homeschooling as a parental choice to educate children outside of traditional school settings. Myers (2022), in his latest work, discusses the complex world of homeschooling, exploring its many definitions and diverse nature. He highlights that homeschooling has no one-size-fits-all meaning, as it can vary greatly depending on the family, country, and approach. Myers emphasizes the wide range of interpretations and practices within this umbrella term. While Myers accentuates the varied nature of homeschooling, Farris (2013) contends that an essential uniformity exists, especially concerning specific educational philosophies and methodologies. Farris argues that despite apparent diversity, a core set of educational approaches prevails within the homeschooling landscape. Light must be shed on the diversity of families who homeschool and the various pedagogical methods they employ. To further complicate matters, Myers humanizes the often misunderstood and

misrepresented concept of homeschooling, showing that it is a diverse and nuanced practice shaped by many factors.

Homeschooling has become famous for parents seeking a unique educational approach catering to their child's needs (Ludgate et al., 2021). According to Choen (2020), homeschooling parents often strive to align their personal beliefs with societal norms and practices. This approach allows children more time to explore their interests and passions while easing the burden on parents. In a similar vein, Lee (2023) explores the motivations behind homeschooling, particularly among conservative parents seeking to instill their own moral and religious beliefs in their children; they identify two main justifications for homeschooling - one based on the natural and divine rights of parents, and the other on the benefits and freedoms of homeschooling. In contrast to Tweni et al.'s (2022) advocacy for homeschooling as a progressive and beneficial option that empowers parents to take charge of their children's education and shield them from issues in traditional schools, Bartholet (2020) presents a different perspective. Bartholet argues that homeschooling motivations might primarily focus on sheltering children from diverse perspectives rather than cultivating a progressive, open-minded educational environment. According to Bartholet, the choice to homeschool is driven more by a desire to protect children from varied viewpoints than to provide them with a forward-thinking education. This opposition reflects a fundamental disagreement on the underlying motivations and outcomes of homeschooling, with Tweni et al. emphasizing empowerment and educational benefits. At the same time, Bartholet underscores concerns about potential insularity and the avoidance of diverse perspectives. Davies' study (2015) drew upon the concept of 'upbringing', arguing that education should equip children with the skills and knowledge to lead fulfilling lives. He also emphasizes the need to shift the focus from the characteristics of education to the aspects of the family, as the family provides the foundation for a child's education.

In a separate study, Hartman and Huttunen (2021) examined the challenges faced by home education. They also argued that the current assessment theories and methods used in schools are unsuitable for home education, as they focus on performance and grades rather than progress.

Davies (2015), Choen (2020), Myers (2022), Ludgate et al. (2021), and Hartman and Huttunen (2021) proposed the development of a more appropriate and effective assessment model specifically designed for home education. They also shed light on the various challenges parents face when educating their children at home. With a wealth of data and information, they highlight crucial elements such as the number of home-educated children, the legal requirements, the curriculum, the funding, and the monitoring of home education's impact on children's well-being and socialization. De Carvalho and Skipper (2019) agreed with what they said. They mentioned the socialization issue for home-educated children as they found that home-education networks provide a sense of community and identity, with parents playing a crucial role in facilitating social opportunities. In interviews with adolescents and their mothers, children reported feeling happier and more confident than in a traditional school setting, with the authors suggesting that home education allows for greater freedom and overall well-being regarding socialization. Kraftl (2012) agreed with all the researchers and noted that parents

are attentive to their teenagers' needs and preferences. Furthermore, the researchers pointed out that home education does not impede a child's social growth, as they have ample opportunities to develop social skills and gain experiences through various activities and connections. In addition, the researchers examined previous studies comparing the social abilities of home-educated and traditionally schooled children and concluded no notable distinction between the two groups.

According to Kraftl (2012), homeschooling has become an increasingly popular choice for parents. In confluence with Kraftl's acknowledgment of the complexity and diversity of homeschooling, its various settings, and challenging the dominant educational model, Green (2007) presents an opposing viewpoint. Green argues that homeschooling families' challenges may be exaggerated and that the traditional education system encounters comparable or even more substantial issues. This contrast reflects a divergence in perspectives. Chase and Morrison's (2018) study pointed out the effect of "unschooling" on equity and social justice, highlighting its potential to foster individual growth and challenge oppressive norms within the traditional school system. However, they also mentioned the potential drawbacks that most people associate with unschooling, such as limited exposure to diverse perspectives and experiences. Nevertheless, they later considered implementing multicultural education within this alternative form of education, where they defined multicultural education as valuing diversity and promoting social justice and highlighted its potential within unschooling.

Expanding on this topic, a study by Burke (2022) focused on the creative arts teaching and learning practices within the homeschooling community in Australia. This research revealed the growing and diverse nature of homeschooling, emphasizing the importance of providing adequate support and resources for quality education. McCabe et al. (2021) discussed the decision-making process behind homeschooling, highlighting the privilege and vulnerability of being a primary caregiver and educator in homeschooling families. They all suggest that homeschooling may benefit the state by reducing its role and expenses in providing care and education. O'Hagan et al. (2021) added to these studies' findings by highlighting the challenges of mainstream education that some students, like autistic children with social communication difficulties, may face. Homeschooling has been shown to positively affect academic and social outcomes for families with exceptional children. This is due to the flexible and personalized education that parents can provide in a home setting. All previous studies worked to provide a comprehensive and contextual analysis of homeschooling as a social phenomenon. On one hand, some argue that students in such environments tend to achieve more tremendous academic success than their public school counterparts. The tailored curriculum, one-on-one attention, and flexibility in pacing are believed to contribute to a more personalized and practical learning experience (O'Hagan et al., 2021).

On the other hand, Romanowski (2001) claimed that there is a contrasting perspective when it comes to unstructured homeschooling. Critics contend that students who receive unstructured homeschooling may achieve lower grades compared to their peers in both structured homeschooling and public schools. The

absence of a formalized curriculum, standardized assessments, and clear educational goals is a potential drawback, possibly leading to a lack of academic rigor and accountability. This dichotomy reflects the ongoing debate within the homeschooling community about the effectiveness of different approaches and the varied outcomes for students depending on the structure of their homeschooling environment.

Our study's findings on homeschooling align with socio-constructivist theories in education, emphasizing the social and collaborative nature of learning (Neuman & Guterman, 2016). Families create unique educational environments tailored to their children's needs and preferences through homeschooling, often involving interactive and participatory learning experiences (Crafter, 2011). This aligns with the socio-constructivist perspective, which posits that knowledge is actively constructed through social interactions and meaningful engagement with the learning environment (Neuman & Guterman, 2016). Homeschooling environments, characterized by personalized instruction and flexible curriculum design, provide ample opportunities for students to engage in collaborative learning experiences with peers, family members, and community resources (Crafter, 2011). By acknowledging the diverse motivations and practices within homeschooling, our research contributes to broader discussions surrounding socio-constructivist approaches to education, highlighting the importance of student-centered learning environments and the role of social interaction in knowledge construction.

Van Schalkwyk and Bouwer (2011), Cheng and Hamlin (2021), Tweni et al. (2022), and Carlson (2020) explored the concept and history of homeschooling. They argue that homeschooled learners are often overlooked in research on this topic, and their perspectives should be given more weight. The authors also criticize previous studies for relying solely on interviews and not delving deeper into the learners' personal experiences and motivations. They also found it a constantly evolving practice with various instructional methods and educational offerings. Their findings suggest that each type of homeschooling arrangement yields unique outcomes and characteristics, highlighting the need for further investigation into these distinctions. They highlighted the various factors that influence this phenomenon and noted the differing regulations in each state.

Additionally, the authors raised concerns about the limited and biased research literature on homeschooling and offered recommendations for school psychologists to support homeschooling families and students better. The findings of our study carry several significant implications for academia and practice. By uncovering the diverse motivations behind homeschooling choices and the positive outcomes associated with this educational approach, our research underscores the need for a nuanced understanding of alternative education models. These insights can inform policy decisions to support homeschooling families and address their unique needs within the broader educational landscape. Furthermore, our identification of various factors influencing homeschooling decisions highlights the importance of personalized and flexible learning environments that cater to individual students' needs and preferences. Practically, our study underscores the value of holistic educational approaches prioritizing student well-being and academic success. Ultimately, our research

contributes to the ongoing discourse on homeschooling and offers valuable insights for educators, policymakers, and researchers striving to enhance educational practices and outcomes.

In exploring the multifaceted realm of homeschooling, scholars have uncovered a diversity of perspectives that challenge traditional notions of education. While Myers (2022) explores the complex landscape of homeschooling, acknowledging its varied definitions and practices, Farris (2013) contends that a core set of educational philosophies persists amidst this diversity. The dichotomy between these viewpoints underscores the intricate nature of homeschooling, shaped by familial, cultural, and pedagogical factors. Moreover, scholars such as Ludgate et al. (2021) and Lee (2023) shed light on the motivations driving homeschooling choices, ranging from a desire for individualized learning to pursuing religious and moral values. These varying perspectives underscore the need for a nuanced understanding of homeschooling as a multifaceted phenomenon influenced by many factors. In addressing these complexities, our study contributes to a deeper understanding of homeschooling and its implications for education policy and practice.

7. Conclusion

In general, our analysis not only underscores the growing relevance of homeschooling but also highlights the need for practice. Homeschooling demonstrates significant variability based on geographical location, family dynamics, and the chosen methodology. The rationale behind opting for home education primarily revolves around catering to individual student needs and fostering social development, with parents playing a pivotal role in granting autonomy and flexibility. Previous research exhibits diverse perspectives regarding the challenges homeschooling families encounter compared to those adhering to traditional educational systems. Homeschooling achieves notable academic advancements, surpassing the outcomes of students in conventional education.

Moreover, homeschooling contributes to governmental support and cost savings within the education sector. Ultimately, it provides families with the opportunity to establish customized learning environments, nurturing not only academic achievement but also holistic development. It can also enhance students' emotional well-being and social interactions, mainly through participation in cooperatives, online instruction, and private tutoring. Notably, homeschooling offers advantages for children encountering difficulties in conventional school settings, such as bullying or insufficient support for special needs, as it positively influences families with autistic children, augmenting their academic and social achievements.

Future research could explore several unexplored dimensions in light of the complexities surrounding homeschooling. One area of inquiry could focus on the long-term academic and socio-emotional outcomes of homeschooled students compared to those in traditional schooling. Additionally, investigating the effectiveness of different homeschooling approaches, such as structured versus unstructured methods, would provide valuable insights. Moreover, exploring the impact of homeschooling on parental well-being and family dynamics warrants

attention. Finally, analyzing the role of technology in homeschooling and its implications for educational outcomes could offer valuable insights into the evolving landscape of home-based education. Overall, homeschooling provides a unique opportunity for children to thrive and reach their full potential.

Declaration of generative AI and AI-assisted technologies in the writing process
While working on this research, the authors utilized Chat GPT and Microsoft Bing to seek advice on condensing the length of some paragraphs and rephrasing some ideas and sentences. With the guidance of this tool, the authors carefully examined and made necessary adjustments to the content, taking complete ownership of the publication's material.

Declaration of competing interest
The writers want to clarify that they have no competing financial interests or personal relationships that may have biased the work presented in this paper.

Data availability
A review of research and articles from databases

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Attached Below (Table 2)

#	Authors	Year	Ref.	Country	Participants/ Data source	Article Type	Research Method	Thematic Focus	Issues/ Gaps	Recommendations	Relationship between Homeschooling & Motivation
1	Van Schalkwyk & Bouwer	2011	1	South Africa	primarily homeschool educators and homeschool learners.	Journal paper	Qualitative	Homeschooling, Learning and Assessment	The limited focus of homeschooling research is on the perspectives of homeschool educators. The paper recognizes the importance of heeding homeschool learners' voices to gain a trustworthy understanding of the homeschooling context.	Diverse curricula: there is no one-size-fits-all approach to homeschooling, and families should choose methods that align with their children's needs and preferences. Flexibility: flexibility may imply that homeschooling can be suitable for children with specific educational needs or desires. Support: homeschooling can be a collaborative effort, and involving other family members can be beneficial. Families who homeschool often find it successful and continue with it over time.	Each homeschool educator and learner brings their values, perceptions, and experiences to the homeschool situation, which can influence motivation and the teaching and learning process. The homeschool educators in the study were often unaware of their learners' particular needs, which impacted motivation.
2	Tweni, Wamocha, & Buhere	2022	2	Kenya	Children pursuing the Accelerated Christian Education (ACE) curriculum in Kenya.	Journal paper	Quantitative	Homeschooling, education, ACE curriculum.	The limited exploration of homeschooling as an educational alternative in the Kenyan context.	Homeschooling can be an effective educational option in Kenya. Homeschooled children pursuing the ACE curriculum achieved academic results at a similar or even better level	Homeschooling motivates parents to develop moral and religious values in their children while offering a comfortable learning atmosphere. It also aims to maximize learning experiences.

								Comparing the performance of homeschooled children with those in conventional schools within the Kenyan education sector.	than children in conventional ACE schools. Homeschooling can be more expensive due to the need for digital media and resources.		Homeschooling has the potential to address the increasing cost of education, which leads to more children from low-income families dropping out of school.
3	Cheng & Hamlin	2023	3	USA	homeschool families in the United States who were part of the National Household Education Survey (NHES).	Journal paper	Quantitative	Home education, National Household Education Survey.	Research tends to treat homeschooled children as a uniform group without accounting for differing homeschool arrangements. The differences in supplemental education methods used by homeschooling families.	Policymakers should acknowledge the diversity of homeschooling arrangements and consider this diversity when making decisions or regulations related to homeschooling. Providing support and resources for homeschooling families. Considering the educational needs of homeschooled children.		Homeschool families often supplement their children's education with private tutors, homeschooling groups, cooperatives, and online tools and resources. Participation in these activities may lead to a compromise and loss of control among individual families, which decreases the motivation for learning.
4	Katie M. & Burke.	2022	4	Australia	One hundred ninety-three homeschooling families were consulted as part of a larger	Journal paper	Qualitative	Homeschooling, quality arts learning.	How can homeschooling families be supported in facilitating creative arts learning?	Homeschooling families benefit from support frameworks that align with these identified processes, such as prioritizing child-centered arts learning and supporting children's creativity in the skills.		Homeschooling is pedagogically distinct and diverse, with approaches to learning varying based on individual homes and philosophies.

#	Author	Year		Country	Sample	Type	Method	Keywords	Problem	Recommendation	Findings
						Design-Based Research project.					The value of creative arts in education is widely recognized, positively impacting critical and creative thinking, innovation, and personal and cultural understanding, enhancing students' motivation.
5	Carlson	2020	5	USA	Homeschooling parents.	Journal paper	Qualitative	Assessment, home education	Understanding the factors influencing homeschooling in the United States and the lack of empirical evidence derived from methodologically strong research paradigms.	School psychologists should become familiar with their state's homeschooling regulations, including assessment and evaluation requirements. Active engagement with homeschool associations can allow school psychologists to share their expertise and collaborate with homeschooling families.	The study suggests that homeschooled students may have higher academic engagement and achievement in specific subjects than students in public schools, reflecting on students' motivation to learn positively. There are concerns about socialization in homeschooling that are not shared by parents, and homeschooled college students have been found to possess positive personality traits.
6	Hartman & Huttunen	2021	6	Finland	Schooled and homeschooled children.	Journal paper	Mixed methods	Homeschooling, unschooling	Absence of standardized methods for monitoring the progress of	Centralizing the monitoring of all home-educated children from the municipalities to a few competent and well-	Homeschooling practices vary widely, with different approaches to learning based on

									compulsory education for home-educated children in Finland. There is a need for research on the results and productivity of home education in Finland, as well as exploring the reasons behind parents' decisions to homeschool and the growing popularity of homeschooling in the country.	informed professionals trained explicitly for this task. There is an urgent need for research on the results and productivity of home education in Finland.	individual homes and philosophies. However, parents do not share concerns about socialization in homeschooling, and homeschooled college students have been found to possess positive personality traits.
7	Kwok Ng, Klavina, Ferreira, Barrett, Pozeriene & Reina	2021	7	Does not specify a particular country.	125 adapted physical education (APE) teachers	Journal paper	Quantitative	Homeschooling; special education.	The need to update standards to incorporate technology in APE for SEN students underscores the importance of providing professional development to enhance teachers'	Update the European Standards in Adapted Physical Activity (EUSAPA) to include technologically supported pedagogy.	Homeschooling provides varied learning experiences through interactive games and virtual tours, which enhance math and social studies achievement and increase motivation to learn. Research suggests that homeschooling can enhance learning motivation, particularly

No	Author	Year		Country			Methods	Topic			
									technological competencies.		in the context of unschooling. Unschooling allows children to have freedom and autonomy in their learning, which promotes intrinsic motivation and a strong desire to learn. According to Cognitive Evaluation Theory, feedback that enhances learners' sense of competence, autonomy, and responsibility can strengthen intrinsic motivation. Therefore, careful consideration should be given to the evaluation, assessment, and feedback methods used in homeschooling. Homeschooling provides a learning environment tailored to the individual child's interests and needs, which can foster a strong intrinsic motivation to learn.
8	PERMOSER. & STOECKL.	2021	8	USA	Hundreds of homeschooling advocates from all over the world.	Journal paper	Mixed methods	Homeschooling.	The transnational advocacy of homeschooling by moral	Homeschooling advocacy can be considered part of a broader effort to reframe human rights from a morally conservative perspective.	Homeschooling provides a tailored learning environment that caters to the child's interests and needs, fostering a strong

											intrinsic motivation to learn. Homeschooling's ability to offer children interactions with parents, siblings, and other members of society can enhance motivation and learning outcomes, especially in subjects like English.
9	Chase & Morrison.	2018	9	USA	Unschooling families.	Journal paper	Qualitative	2018	The minimal focus is on taking social action to address societal inequities within the unschooling community, as depicted in GWS.	There is a need for ongoing research to delve deeper into the identity development of the unschooling community, understand the motivations behind unschooling choices, explore the implementation of multicultural education in the unschooling context, and extract valuable lessons that can enhance multicultural teaching and learning across different educational approaches.	Unschooling gives children freedom and autonomy in their learning, enhancing their sense of competence, independence, and responsibility increasing intrinsic motivation. The individualized and flexible nature of homeschooling provides personalized learning experiences, catering to the individual child's interests and needs, which can foster a strong intrinsic motivation to learn.
10	De Carvalho & Skipper	2018	10	UK	Home-educated adolescents and their mothers.	Journal paper	Qualitative	Homeschooling Social experience.	Gaining insights into the social experiences and development of home-educated adolescents.	Parental Involvement and Organization: organizing social opportunities for home-educated adolescents. Encouraging parental involvement and	The individualized and flexible nature of homeschooling provides personalized learning experiences, catering to the individual child's

									Examining the social impacts of home education on adolescents is an area that has received less attention in previous research.	providing resources to manage diverse activities could contribute to positive social outcomes. Acknowledging the importance of diverse social experiences in home education and understanding the shared identities within home-educating communities can contribute to a more supportive and inclusive environment for homeschooling families.	interests and needs, which can foster a strong intrinsic motivation to learn. Homeschooling also offers opportunities for children to interact with parents, siblings, and other members of society, which can enhance motivation and learning outcomes.
11	Davies	2015	11	UK	Homeschooling family	Article	Qualitative	Domestic education	Risks focus attention on educational practices and ignore the institutional characteristics of education.	How children develop, how they are to be included in family life, and how they focus more clearly not on the approaches to education per se but on approaches to family life and the kinds of relationships between family members.	Homeschooling also allows for a more tailored and responsive learning environment, which can help maintain and sustain student motivation.
12	Ludget,Blac hburn & Mears	2021	12	UK	Parents' experiences of homeschoolin g children with SEND	Article	Qualitative	Homeschooli ng children with (SEND)	Parents are experiencing severe challenges in providing and maintaining a home environment that enables	Creative and inclusive learning practices embraced by parents and enjoyed by children must be valued by educators and policymakers so that parents feel confident to support their children during future lockdown situations.	Homeschooling during the pandemic has provided opportunities for creative and inclusive learning practices, which can potentially enhance motivation in children with special educational needs and disabilities (SEND).

#	Author	Year		Country	Population	Type	Method	Keywords	Problem	Finding	Conclusion
					children with SEND				Supporting families with appropriate resources and the reported lack of specialist available resources by parents in this study, any future lockdown situations need to commence with an assessment of this.	While positive aspects of homeschooling have been reported, it is essential to acknowledge the challenges families face, including difficulties adapting to a new way of living and learning at home, changes in routines, and children missing their friends, which can impact motivation. This is learning that perhaps has no immediate practical value but which elicits a sense of freedom and well-being; learning that brings about self-motivation, 'nourishment and hope,'	
13	Merry & Karsten	2010	13	USA	Homeschooling Parents	Article	Qualitative	Liberty, Parental Choice, and Homeschooling	The problem of liberty as it applies to school choice and whether there ought to be restricted freedom in the case of homeschooling.	Homeschooling will increasingly be attractive to parents who find alternatives unsatisfactory.	It is important to note that the specific relationship between homeschooling and motivation may vary depending on individual circumstances and the regulatory conditions in place.
14	O'Hagan, Bond & Hebron	2021	14	UK	Parents with autistic children	Article	Mix methods Quantitative. And Qualitative	Home educating	Mainstream education can be a challenge	Home education can be a positive experience for families with good	Motivations and reasons that led parents to home-educate their autistic

					autistic children.	for autistic children, given their social communication difficulties, highly focused interests, and sensory sensitives associated with autism.	academic and social outcomes for autistic children and young people. Parents can be able to provide flexible, balanced, and individualized education, leading to positive outcomes	children to improve social, emotional, and mental health were reported across the studies. Parents reported a drastic increase in motivation for 51.16% of participants, a decrease in active engagement for 53.49%; a drastic reduction in problem behavior for 57.78%; a drastic increase in family functioning for 56.9%, and a drastic reduction in stress for 52.54%
15	Myers	2022	15	UK	Homeschoolers	Article	Qualitative	Homeschooling	Homeschoolers identify their fears of risks and failings in mainstream schooling as the reason they homeschool. This article explores how discomfort and fear are ingrained within the meanings associated with homeschooling.	Freud's account of Unheimlich helps explain the fear and discomfort that consistently underpin debates about homeschooling. Freud's reconciliation of the conflation of homeliness and unhomeliness as a particular form of fear or discomfort is a valuable insight into homeschooling. Homeschooling is readily mapped over the safe spaces of many families'	Many homeschoolers identify their fears of risks and failings in mainstream schooling as the reason they homeschool, suggesting that motivation can stem from dissatisfaction with traditional schooling systems.

										(rich and poor, marginal and privileged) homes.	
16	Cohen	2020	16	USA	Homschoolin g, math mom	Case study	Qualitative	Homschoolin g , math mom	"Math and motherhood." "Parenting anxiety," something like math anxiety, and providing examples of "fear-based parenting advice."	Math mom worked toward balancing her beliefs and feelings with societal mindsets and practices as a mom and teacher.	The flexibility of homeschooling enables students to pursue their interests and passions, which can foster intrinsic motivation and a love for learning. Homeschooling also provides a supportive and nurturing environment, which can boost students' self-confidence and motivation to succeed academically it is essential to note that motivation in homeschooling can vary depending on factors such as the teaching approach, parental involvement, and the student's characteristics.
17	Mccabe, Machovcova , Belanova, & Kostelecka	2021	17	Czechia	Homeschooli ng Mothers	Article	Qualitative	homeschoolin g; gender and family	It focuses on the gender aspects of homeschooling in Czechia. It explores how mothers are involved in the decision to homeschool and	Homeschooling mothers embrace and oppose cultural imperatives of good mothering, indicating a complex relationship between homeschooling and societal expectations of motherhood.	The decision to homeschool is often driven by a desire to spend more time together as a family, create a safe space for individual development, and promote positive character and values.

							how the practice is embedded in gendered relationships within society.	Homeschooling mothers prioritize their children's socio-affective development and educational quality, reflecting their commitment to a mothering ideal. Economic considerations play a role, as homeschooling mothers may face limited opportunities for income due to their primary caregiving and educational responsibilities.		
18	Kraftl	2012	18	UK	30 UK-based homeschooling families	Article	Qualitative	Alternative education like homeschooling	Experiences and discourses are crucial to the constitution of alternative educational practices like homeschooling.	Focusing on learning uncovers spatial experiences in homeschooling. - Geographers should consider emotions' political and moral implications in alternative education.	The experiences and motivations of some of the 'subjects' of education who operate outside mainstream schooling: parents who home educate their children. Characterise homeschoolers' experiences, where feelings of intimacy and love are essentially constitutive of what makes homeschooling an 'alternative' space to mainstream schools.