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(Review paper)

CHALLENGING WITH HOME EDUCATION AND HOME SCHOOLING

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Abstract: The paper addresses the explanation of the terms home education and home schooling as well as the view of facing with education in the home in our country caused by overcoming the pandemic, its challenges, advantages and disadvantages, proposals for overcoming barriers and greater efficiency and effectiveness. The recommendations and perceptions arise from the results of the survey of the opinion and attitude of the educational staff in primary, secondary education, and students from Primary and Secondary Education. The aim of this study is to investigate teacher's opinions for concept of home schooling and home education. Open-ended questions were used to collect data in semi-structured interviews. In the examination were included 30 teachers from the first two educational cycles (grade teaching), 30 subject teachers, 30 secondary school teachers. The research is designed within quantitative research approach and case study method.

Key words: home education, home schooling, teachers, students

Introduction

Educating children within the family and at home is nothing new or unknown. The children were educated at home, in the family and in the immediate community before the formation and emergence of organized learning in schools. Even with the advent of the school and its historical development, home education has always been present.

If in certain civilization periods home schooling was the prerogative of wealthy families, at other times it was due to different needs and perceptions of parents and caregivers about the way and structure of home learning and teaching in school and home, their social and economic status, various religion, views and beliefs, as well as social arrangements and education policies.

What is always new and related to these terms is the understanding, comprehension, placement of learning from home in a society, its legalization, the degree of its practice, the choice of content and building for learning and teaching, quality control, control and monitoring, and evaluation of knowledge and skills as a result of learning and teaching at home. According to this it's important to be known who, as well as when is responsible for checking and evaluating, the degree of objectivity in checking and evaluating, working conditions and the possibility or

impossibility of realizing learning and teaching at home, changing the relationship between home, school, family and its members and educational staff.

The topicality of these terms in the Republic of Northern Macedonia was especially imposed by the pandemic caused by the Covid 19 virus and the recommendations and measures of the Ministry of Education to deal with the crisis situation. As a result of all this, the educational process and all participants in all its levels from primary to higher education, including Early Childhood Development through the Ministry of Education and Ministry of Labor and Social Policy, have faced numerous challenges, problems, barriers, issues, dilemmas for realization of the urgent-compulsory educational process at home. This situation has put us in front of thinking and more serious treatment of these concepts, what needs to be done further and what strategy of work related to learning and teaching in the home we need to build as a society.

Practices in some other countries, especially the USA, UK, Europe, Australia, Canada and China are different from ours. As a result of the dissatisfaction of the parents from the public and private education, learning and teaching at home has a slightly longer tradition and a different treatment and placement of the same. Home schooling is legal in all US states.

According to the National Home Education Research Institute, there are now more than 2 million children being homeschooled in the U.S., with the percentage rapidly increasing each year. (Martin, 2020).

We thought that by understanding the ways of realization and the treatment of home schooling in the countries where it is practiced, we will get some answers to the dilemmas and questions that were imposed. In addition, we saw the results of the examination of the attitude and opinions of the educational staff in primary and secondary education, in order to get a clearer picture of everything that happened in this past period, all in order to improve quality of teaching and learning from home and creating a work strategy.

HOME EDUCATION AND HOME SCHOOLING-new view

The homeschooling movement began growing in the 1970s, when some popular authors and researchers—such as John Holt and Dorothy and Raymond Moore—started writing about educational reform. (Martin, 2020).

Most of definition for home schooling point education of children in the home instead in the school Lines (1993:1) education that is controlled by parent (directly or indirectly) Mayberry and Knowles (1989:12-3) Ray (2000:71), also according to (Lines, 2000:160) curriculum and evaluation is responsibility of the parents in home schooling.

Seems that, this phenomenon is rising rapidly in the past 50 years. Many researchers search this phenomenon trying to give answers on characteristics, benefits, reasons for that parents choose home schooling instead public school, economic status, students achievements (Ray, 1999, 2000, 2003, 2004, Beck, 2002, 2006; Spiegler, 2003; Villalba, 2003, Brabant et al., 2003; Davies and Aurini, 2003, Luffman, 1997; Arai, 2000; Tator, 2001; Dahlquist, 2002;).

Opposite of this there is also researchers who critiqued home schooling movement (Lubienski, 2000, 2003; Apple, 2000, 2006, Monk, 2003, 2004, 2009). They point out the qualifications of the parents, are they capable to educate their children, also they critic the social isolation of the children from other children and etc.

Methodology of research

The research is designed within quantitative research approach and case study method.

Open-ended questions were used to collect data in semi-structured interviews. In the examination were included 30 teachers from the first two educational cycles (grade teaching), 30 subject teachers, 30 secondary school teachers.

Analyses of research and results

What are the characteristics of home schooling and home education?

Interviewing teachers opinions about characteristics of *home schooling and home education* they point these characteristic: learnig at home, teaching and learning at home, parents takes role of teachers at home and teach their childrens, teaching children by teachers at home but with distance learning etc.

Are we prepared for home schooling and home education?

70 % teachers think that we are not prepared, 20 % think that we are prepared 10 % don't know if we are prepared or not.

Should be legal home schooling and home education?

69 % says that can't be legal, 18 % that should be legal, 13 % are not sure

Who should be responsible for quality of home schooling and home education

97 % says that state and their institutions should be responsible 3 % says that parent should be responsible

Can parent teach their children at home?

67 % says that parent can't teach their children's, 12% says that parent can teach their children's, 11% are not sure if parents can teach their children's

Can parents create curriculum for home schooling?

None of the interviewed teacher answer that parents can create curriculum for their children, their opinion is that parent cannot create curriculum even for their children's.

Can parents choose educational content for teaching and learning?

33% of teachers think that parents can choose educational content for teaching and learning, 42% think that parents can't choose educational content for teaching and learning in

process of home schooling, 25% are not sure that parents can choose educational content for teaching and learning

Can home schooling replace public schooling?

89 % of teacher says that home schooling cannot replace the public schooling, 0% think that home schooling can replace public schooling in state and private sector, 11% of teachers answer that are not sure if home schooling can replace the public schooling.

Who should be responsible for evaluation of the children's knowledge and skills in the process of home schooling?

92 % of teachers think that state and its institutions should be responsible for evaluation, 8% answer that they don't know who should evaluate children's

Can parents evaluate their children?

96 % of teachers think that parents cannot evaluate their children's in home schooling, 3% says that parents can evaluate their children's, 1% of teachers are not sure if parents can evaluate their children's.

Conclusion

The analysis of the results shows that teachers have a different understanding and of the concept of home schooling than the way home schooling is defined and understood in other countries. In terms of whether our country is ready for home schooling, most teachers think that we are not ready. It is interesting that teachers believe that parents cannot teach their children that it should be the responsibility of teachers. According to teachers, quality control should be the responsibility of the state and its institutions. Regarding the evaluation, in the largest percentage, the teachers believe that the state and its institutions should conduct the evaluation of the knowledge and skills of the students. Teachers also believe that parents cannot evaluate their children. Regarding curricula and teaching content, teachers believe that the state and its institutions should be responsible for the curriculum and also confirm that parents cannot create a curriculum and be responsible for the choice of teaching content. Teachers believe that teaching at home cannot replace public education and therefore cannot be legally complete.

Seems that perception of teachers for home schooling as a educational phenomenon has very low level. Teachers, sees home schooling reasonable only if it is controlled by educational authority like state and its institutions. In Republic North Macedonia there is no law that gives authority of home schooling. Republic of North Macedonia should take future steps to raise the positive perception for home schooling among teachers. That is important because with changing mentality of teachers perception it will be possible to avoid many problems that we have in educational process related with education of school children in their homes.

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