

Parental Involvement on Home Schooling of Basic Level Children in Nepal

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Abstract

This article explores the Parental Involvement on Home Schooling Practice of Basic Level children during and after COVID in Nepal. Many nations put emergency preparations into action because of COVID-19, including lockdowns and closing of schools. Families are now needed to support their children's learning at home due to the new circumstances that have greatly impacted them. COVID pandemic forced students' schools to close, schools are requiring hybrid homeschooling methods. Analyzing parents' impressions of them at-home involvement in their kids' education was the goal of the current study. For the characteristics of home learning, parental involvement, and pupils' learning activities, a basic qualitative method based on interviews and a small number of observations was used. Nine parents with kids in elementary school were used as a sample group for the data collection. Findings showed that parents helped their children during the epidemic by primarily keeping an eye on their focus in class and helping those complete tasks. However, a number of factors seem to play a substantial role in determining parental engagement time, effort, motivation, support for instruction, and learning environment creation. The results also show that parents especially of elementary school children must commit a large amount of time in preparing them for home school activities. The discussion of the implications for policies, schools, and families aims to support children's learning and the success of homeschooling.

Keywords: *home schooling, learning activities, parental involvement, COVID-19, Basic Schools*

Introduction

For students to succeed and for the school curriculum to be implemented, parenting is essential. Parental support for children's education can be widely referred as parent involvement in education. Parents can participate at home or in the classroom, and their goals and expectations for their kids are very important. Parents get involved mostly because they create an image of their own parenting style that includes involvement in their kids' education and because they feel empowered to support their kids' academic success. Strong parenting in the home includes the provision of a secure and stable environment, intellectual stimulation, parent-child interaction, strong models of constructive social and educational ideals, and high goals linked to personal growth are just a few examples of the various ways that parents can be involved. (Shah, 2019).

Home schooling is a progressive movement around the world, in which parents educate their children at home instead of sending them to a traditional public or private school. Families choose to home school for a variety of reasons, including dissatisfaction with the available education system, different religious or educational philosophies, and the belief that children are not progressing within the traditional school structure (Ray, 2017). The homeschooling movement began growing in the 1970s, when some popular authors and researchers such as Holt, Dorothy and Moore started writing about educational reform. They suggested homeschooling as an alternative educational option.

The COVID-19 is affecting our approach to education because of the homeschooling of kids. According to experts, the innovations used by teachers during the outbreak may result in long-lasting change, with increasing in technologies in schools. The educationally underprivileged must not fall behind despite e-learning advancements. Schools are closed during the COVID pandemic in over 100 countries to prevent the spread of the corona virus, disrupting the education of about one billion kids. For those who are fortunate, homeschooling will replace traditional education (Broom, 2020). In some regions of the world, it will be up to the parents to ensure that their children receive the greatest education possible. However, using digital tools to teach youngsters is becoming more and more common. (UNESCO, 2020).

According to the Contingency Action Plan of School Education 2077 BS, the idea of homeschooling will be adopted to ensure that every family in Nepal actively participates in their children's education. Realizing the need for the facilitation materials for the implementation of that concept, Home School Management Facilitation Material, 2078 BS was prepared and implemented in Nepal. Due to COVID-19, difficulties have been arising in the learning process, it has been seen that the house itself has to be made school. In this situation, the Government of Nepal has introduced Homeschooling, it seems that it will be very useful even in the post-pandemic situation. Parents who identified academic or social difficulties for their child in school during the COVID-19 pandemic elected to keep teaching their children at home. To encourage using the house as a school even during and after the COVID pandemic, Home School Management Facilitation Material 2078 was created. (CEHRD, 2078)

During the lockdown, several families with kids who were learning at home found they appreciated spending more time together and that some kids did better learning at home. Parents may have chosen to continue homeschooling because they saw academic or social difficulties in their child in school. However, homeschooling had been expanding long before COVID-19. If you're thinking of homeschooling your child because they appear to perform better there but are unclear, it's the proper decision. Because of COVID-19, there has been ongoing worry that homeschooling is creating new educational inequities for kids. Due to school closures, a child's ability to study has become more and more dependent on the social and domestic situations of their family. The pandemic has demonstrated that the poorest households in Nepal lack the means to educate their children at home. This necessitates additional in-depth research on family involvement in homeschooling in Nepal.

Objectives and Research Questions

Given the importance of parental participation and the unique difficulties facing parents caring for their children at home during the lockdown, this period may have brought about additional difficulties for parental involvement at home. The COVID-19 pandemic may pave the path for educational advancements including parental participation support and promotion. Therefore, it's important to appreciate parents' viewpoints at this time. The goal of this paper is to investigate how parents perceive their engagement at home in their children's education during lockdowns and school closings. The second goal is to investigate whether parents must work together to educate their children at home both during and after the COVID outbreak. The findings in this publication are a part of a larger investigation where the research questions, RQ1: How do parents support their children's home learning at basic level of education? RQ2: How do parents perceive on parental involvement in children's learning on home schooling practice? RQ3: How to determine the need of parental collaboration with their children being home schooled?

Related literature review

According to homeschooling categories, ideologues, or pedagogues, homeschoolers were categorized and individualized by the parental motivations for choosing to homeschool (Valery, 2011). According to Collom and Mitchum (2005), parental independence with paradigms of personal and useful choices was the most effective incentive for homeschooling. They also looked at the implications of John Holt's theories of freedom and individualized instruction for parental engagement. It is significant to note that multiple tools, such as home-based parental engagement, school-based parental involvement, and home-school communication, are used in the literature to gather data on parental involvement. A more targeted questionnaire, tailored to the specific behaviors and actions of parental involvement during the COVID-19 lockdown of schools, was required by the evidence of the data collection for this study. Activities pertaining to "regular" parental participation, for instance Other factors, such as parental support of children's study habits or time spent on supporting children's school activities, were included to examine home-based parental participation. Since this type of monitoring is typically done by teachers in the classroom, one item that was designed specifically for this pandemic period is the monitoring of student attention in the classroom and task completion (Broom, 2020).

Making sure deadlines are met proved to be important throughout a period of time marked by a sizable number of assignments and school responsibilities with various and difficult deadlines to meet. As a result, the data for this study were gathered through a review of the literature as well as the authors' prior work in the area of educational intervention, which involved close collaboration between school environments, teachers, students, and parents (both before COVID-19 and during the pandemic). According to the literature in this field, parental participation was also operationalized by the amount of time parents dedicated to supporting children's school activities (Kong, 2020).

Homeschooling families now have access to a variety of resources and possibilities to engage in virtual learning environments thanks to new technological developments and applications. Parents' preparation for and delivery of education to their children may be impacted by and strengthened by these experiences. Individual home school families and other educational organizations can simply exchange the teaching methods and curriculum materials. There is a void in the body of knowledge regarding how parents of students in home schools use technological opportunities to impart knowledge to their charges and collaborate with home schools. Current studies have focused only on the reasons why parents choose to homeschool their children (Hanna, 2012; Kunzman, 2009), the advantages of homeschooling (Hurlbutt, 2010), and the establishment and maintenance of home schools (Lange, 2013; Topp, 2014, therefore necessary to conduct more study on the use of technology-based home learning environments that emphasize collaboration and pedagogical skill.

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schools. Current studies have focused only on the reasons why parents choose to homeschool their children (Hanna, 2012; Kunzman, 2009), the advantages of homeschooling (Hurlbutt, 2010), and the establishment and maintenance of home schools (Lange, 2013; Topp, 2014). Therefore, it is therefore necessary to conduct more study on the use of technology-based home learning environments that emphasize collaboration and pedagogical skill.

Despite the difficulties that this escalation presented for educators, families, and children, it was necessary to use digital technology throughout the pandemic to maintain home learning. It was difficult to make the switch right away from home because most schools and teachers were not accustomed to online instruction. Even with the availability of technical tools, school policies and teacher training were still needed to properly use digital devices (UNESCO, 2020). Other issues were also noted, including the fact that many students lack access to technology and the internet, that there aren't many possibilities for professors to provide more in-depth explanations when needed, and that there are other ways to supply academic materials like extra work and copious amounts of homework. Therefore, online learning increased stress levels for both students and families. (Wajdi, Kuswandi, Faruq, Zulhijra, Khairudin, Khoiriyah, 2020).

Worldwide school closures are a result of COVID-19. Over 1.2 billion youngsters are not in school worldwide. As a result, education has undergone a significant transformation because to the rise of e-learning, where instruction is delivered online and through digital platforms (UNESCO, 2020). Online learning at home, according to research, has been demonstrated to be more efficient and to boost information retention.

Positioning of Epstein's Theory to the Study

The Epstein model of parental participation serves as the foundation for the theoretical framework. Parenting, communicating, volunteering, learning at home, making decisions, and working with the community are the six categories of parent participation that Epstein (2002), a key figure in parent involvement research and practice, introduced. In a comprehensive program of school, family, and community partnerships, these six types of involvement have been suggested for use (Sheldon & Epstein, 2005). Below is an explanation of these six categories of involvement.

Parenting involved establishing living arrangements, access to health care, food, clothes, and safety for children as well as maintaining a family environment that fosters learning.

Parenting also suggested that parents interacted with their kids, supported their growth, and were kind and receptive to them. Children who have good and improving attendance, knowledge of the value of education, and a growing respect for parents are among the outcomes (Epstein et al., 2002). Communication was the second most crucial element of any cooperation. This kind of involvement focused on the fundamental obligations of educational institutions, such as developing two-way contact between home and school. Williams, Williams, and Ullman (2002) note that communication between schools and parents remained a positive step in the right direction. Uzoechina and Obidike (2007) A successful relationship between the family and the school is based on communication, which includes exchanging information, empowering parents, removing obstacles to their understanding and participation, and taking into account their opinions, priorities, and strengths. To ensure that parents, teachers, and administrators are all actively involved in the educational process, communication is essential. It must be used regularly. The third method of engagement is volunteering, according to Epstein et al. Volunteers are those who dedicate their spare time to working regularly and unpaid in support of educational activities and school operations, typically under the supervision of a school employee. Volunteering involves enlisting and

planning parental assistance and support in the child's home, school, or other locations. Assisting with maintaining schools through these voluntary activities, kids can enhance their communication skills with adults and their ability to learn through tutors (Epstein et al., 2002). The fourth step, according to Epstein et al. (2002), is learning at home. This form of involvement showed that parents participated in curriculum-related activities taking place at home, such as helping with schoolwork, reading aloud to their children, or coming up with project ideas. Parents that were involved at this level frequently fought for what was best for the kids. The goal of learning at home is to inform and inspire families on how to support their children's learning at home. This type of involvement includes information on homework regulations, kid supervision techniques, and family reading activities at school. Results show that kids finish their schoolwork more often.

Theoretical perspectives provide the basis for research and inspire scholars to go further in the social sciences. This is also true in the field of parent involvement. For example, parent involvement activities such as practicing interactive homework creates opportunities for children to interact meaningfully with their parents such that children construct their own knowledge within both a social and physical environment through this process (Bailey, Silvern, Brabham, & Ross, 2004).

Methodology of study

In order to study the processes, involve in learning at home, I have adopted general qualitative methods based on interviews and a limited number of observations of 9 families (parents and children) and 4 teachers in Kathmandu district. I believe this is an effective means of gathering data from a specific group of people in order to gather their perspectives about the phenomenon of the home schooling experience during and after COVID pandemic. Sample was selected from different background using a purposive sampling to ensure the sample is representative from diverse group of community.

To ensure confidentiality only the group data are reported. Participants were informed that they do not have to answer any questions which cause them discomfort. Data triangulation and thematic analysis has done for qualitative data analysis.

Results and Discussion

Institutions had to implement remote work when schools were closed, and this forced families to adopt new routines and modes of communication (Manista, Zakrzewska, Edzka, 2020). The work-family balance, parental support, and school-family cooperation have all been profoundly impacted by this new circumstance. This was a necessary development that had an impact on the whole community of parents, students, and schools. It also changed how parents participated in their children's education and learning at this time. Parents who choosed remote learning for their kids may also be struggling to support it due to job schedules or personal issues. Fortunately, even modest parental encouragement and support can make a significant difference in a child's achievement. Here, I have discussed various aspects of parental engagement in homeschooling.

Parental Support and Involvement on home learning of Children

Parental participation has been demonstrated to be useful in fostering student success by gently motivating people through encouragement and support. In particular, home-based

parental involvement and home-school communication are new types of parental involvement that have evolved during the pandemic and can be addressed as effective techniques of involvement even after the pandemic. The viewpoint on instructional assistance for their child's education was summed up by one parent as follows:

Although parents are not always subject matter experts, they're likely to be called upon for help with homework or for academic assistance. Through informal learning opportunities, we can help our kids to develop skills and deepen their understandings of concepts explored in content. Family conversations between parents and children can help them to make connections between their learning and real world experiences.

Parents organized themselves according to their own understanding and supported their children to the best of their abilities, showing that there was a very low level of support in the form of online courses for both children and their parents on the use of digital learning materials. This means that there is a predictable gap in children learning outcomes that depends on parents' ability to support their children in the homeschooling process. Given that most parents lack specialized awareness of techniques to enhance knowledge construction, these results are extremely concerning. One of the parents said,

The information from schools was mostly about organization aspects but not strategies on how to support students which can be used during homeschooling, guidelines for how to use digital tools and for parents on how to use digital tools and learning materials. It is clear that the switch from classroom-based teaching to home schooling takes a lot of effort from parents. We do not have a capacity to plan all the lessons for children and materials for assignment on support learning.

Parental engagement has the ability to have a good impact on kids' learning outcomes and achievement by inspiring them, promoting self-control, assisting them in setting up their home learning environment, maintaining home-school communication, and providing instructional support. Children learn through their senses, which is made possible by the use of technology. Over time, we have noticed that deftly incorporating games has enhanced engagement and enthusiasm for learning, especially among younger pupils, causing them to genuinely love studying.

Need for Parental collaboration on children's home learning

Parents must have good collaboration with their children. Some parents create a school environment at home for their children, complete with lesson plans and regular break periods. To assist their child's education, they can either hire a tutor or take on the task themselves. Some people choose to use an unstructured learning approach. This informal method of instruction favors student-chosen activities over teacher-led lessons. Creating a homeschooling schedule requires patience, time, and effort.

If everything else remains the same, parental collaboration tends to increase when a parent is a mother. If everything else changes, parental collaboration tends to decrease. Students in public schools tend to need more parental collaboration than students in private schools, and having more children in the home has a negative impact on parental collaboration with each

child individually. Parents must work more closely with children who are less autonomous since they frequently need an adult or can act on their own. The involvement time varies favorably with the time spent on school activities. In other words, parental participation time was always lower for students with less school activities than for students with more school activities, keeping everything else constant. This appears to indicate involvement duration shortened. Regarding elements that are only significant at certain educational levels, one parent summed up their dedication by stating that they served as their child's basic-level teacher:

I realized that as a parents we were the basic level teachers/instructors and that the most of the work was going to be basically through textbooks with an online curriculum to help kids on course and to keep track their process. There's some instruction through digital materials, but the major parts of it is through the textbook. So, I found that to be a challenge in the beginning, especially since I wasn't expecting it, and it required a lot more collaboration.

Parents may have to develop or implement a full school curriculum at home without the resources available in schools. Even if parents decide to facilitate children in an informal way, they need to put in significant time and effort. Parents may use a trip to the shops to cover geography (the child navigating), mathematics (the child calculating the cost of items), or economics (supply and demand factors). So, parents need to consider their ability and desire to take on this leading role in their child's education.

Some students may struggle when tasked to complete their schoolwork online, because home environments are typically less structured than school. A little planning in the management of household spaces for learning, technology resources and routines can go a long way in terms of proactively reducing household stress and supporting students when learning from home. A teacher who was teaching from home said:

Set up productive spaces for learning at home. Be creative based on your child's learning preferences and your unique home environment. A learning space can be anything from a desk, a place at the table or counter, or a large box with pillows to create a study/reading nook. Make sure your child has the materials needed for the learning activity (e.g., paper, pen or pencils, digital devices). Try to limit their distractions as much as possible.

Creating space for remote learning within the home may involve establishing new family routines. Both students and parents might reflect on previous remote learning experiences to understand what kind of environment and routines allow everyone to be productive while at home. One of the teacher from private school had this view related to collaboration on time management and goal-setting at home:

Talk about who will help your child join virtual classes on time and complete work. Involve your child in setting goals to practice self-control; they can write or draw pictures of their goals. Acknowledge your child's achievement and encourage them to continue their efforts. Create a list of people who can support your child in their learning and arrange for your child to get help as needed. It may take time for your child to make confidence and to measure own progress toward success.

The whole family can strive to organize the home environment to be as supportive as possible to the needs of online learners. Through fostering family routines that are complimentary to students' online learning responsibilities, preferences, needs for recreation, physical activity and non-screen time, parents can promote student success.

Considering the COVID-19 pandemic and the changes it brought to students learning, parental home-based involvement was particularly crucial. Parents role in supervising their children's learning was reinforced, mostly through accompanying their children's study and developing self-regulation strategies related to online learning (Kong, 2020). Several barriers to distance and home-learning have been identified from parents' perspectives, such as personal barriers, technical barriers, logistical barriers, and financial barriers. Personal barriers included low

technical expertise to support their children in accessing online learning and the materials/tools used in this environment. Technical barriers were mainly related to the lack of adequate internet access or technology to follow learning activities properly. Logistical barriers were related to the perception that online learning did not meet people individual needs/learning rhythm, and parents also found that it was not an effective substitute for face-to-face learning process. As for financial barriers, these are highly related to the logistical ones (not being able to afford better technological tools and internet access).

Children's parents can be a significant source of inspiration for them. Parent participation has been proven to be successful in fostering student success because it gently motivates students through encouragement and support. When learning online, some students would need their parents to physically sit next to them while others would benefit more from routine parental check-ins. Students might also benefit from casual opportunities to verbally communicate learning outcomes and activities with their family members.

If there is a new period of online classes, it is necessary to be aware that parents will need to devote a lot of time in this, especially if they have less education and find it challenging to balance work and school obligations. As we've seen, COVID-19 posed serious difficulties for families, students, and teachers, including stress from school, issues with time management and personal resources, and a lack of technological, logistical, and budgetary circumstances. Opportunities could also be found, such as parents participating more actively in their kids' social and academic lives.

In lockdown, it has been reported that a third of pupils have found it hard to engage with schoolwork, and just over half of parents have also been struggling to engage: unsurprising when many of us have been juggling our children's learning with working, trying to support more than one child, and meeting increasing reluctance from our kids. Having spent such a long time at home, it's not surprising that many of us became weary of lockdown learning with the 'burnout' leading to difficulties in managing emotions and behavior.

Most of the parents have same experience on their children motivation. Some children thrive at home, many respond to the structure and routine of school, and may have found it difficult to have been at home for several months without the same routines in place, one of them said:

When working from home due to Covid-19 restrictions, you may well have found it harder to concentrate for long periods. Your child is likely to feel the same if they're home learning, so try breaking their work up into shorter spells.

One of the teacher from community school who respond me as a parent of home school learner gave the idea of collaboration at home in this way:

Adjust your expectations, concentrate on your child's attitude toward learning more than the observable act of learning. Let them go to the library and check out books and videos related to their interests. This shows you value them while it gives them

the opportunity to read, research, and develop interests. After the library, research the Internet. If they continues to show interest, find field trips, experts and classes to go even deeper.

Build internal motivation to the learner at home. A child will do what s/he interest to do. The world is our classroom, and there is much more to learn than anyone can in a lifetime, so let him or her pick the topic. It is crucial to understand that this requires a large time commitment from parents, especially those who work and find it challenging to balance work and extracurricular activities.

Parental perception on children's home learning

When engaged in home learning, Home schooled learners who are still building their self-regulation skills may need additional parental support. For example, some students may benefit from having their learning device set up in a communal area of the home. By being easily accessible to students for example, working at the same reading room or nearby parents can provide home learners with another level of accountability and support. One mother who was working woman said:

I have to think about providing children with technical devices, we also had to teach children who had not used them before, and at the same time, and we had to continue to perform our regular work duties to ensure the continuation of life. I am not able to help children sufficiently in home learning because I do not fully understand the style of learning, do not have specific knowledge on particular subjects.

Online students' parents can assist them in understanding, preparing for, and adjusting to the demands of their changing learning environment. Setting aside particular periods to review news, social media feeds, classroom messages, and emails from the school may be helpful. Because teachers may rely on parents to understand student learning outside of class time and beyond the viewpoint of the screen, two-way communication is crucial in facilitating hybrid and home schooling.

According to this study, families with higher incomes and more educated parents are better able to handle the current crisis and are happy with the advantages of their education. Parents who were deeply involved in their children's education were better able to understand what they needed to learn and address topics that were significant to them. Additionally, it was shown that parents are the ones that encourage their children to learn more and help them socially and emotionally while they are having trouble in school. As he stated, parents from different professions have varying opinions on how to control children at home.

I really admire teacher's work, which I have not appreciated before. Now I realize that I am in learning phase, I am growing with my kid's mentallqazy. There is also evidence that this crisis of COVID could be a turning point in the learning habits of many children as well as parents like me. We have to move forward with less emphasis on following teacher instructions and more on self-regulated learning.

The amount to which parents' can help their children's learning is directly related to their own understanding of various subject areas and their capacity to instruct their kids using digital technologies. The only time there should be communication between the home and school is when there is an issue. A learning community, whether it be online or off, where all members feel encouraged and included can be created by establishing regular communication and two-way feedback between students, families, and teachers.

These parents consider homeschooling to be a good but not ideal option for their kids. They frequently struggle with resource access and decide that attending a mainstream school that can accommodate their children's educational needs is the best option. This takes us to the issues that families in lockdown are facing: many families are strapped for cash.

Conclusion

Depending on the age group, home learning may or may not be helpful. Children, especially younger ones, are generally regarded as needing a structured environment since they are more susceptible to distraction. It takes a concerted effort to provide this structure and move beyond simply recreating a physical class or lecture through video capabilities. Rather, a variety of collaboration tools and engagement techniques that foster "inclusion, personalization, and intelligence" should be used. In terms of reading independent thinking, self-learning, and self-reliance, homeschooled students have better opportunities (Ray, 2017). It is clear that pandemic has utterly disrupted an education. It is time to think how schools continue to focus on traditional academic skills and rote learning rather than on skills such as critical thinking and adaptability, which will be more important in upcoming future. Could the move to home based learning be the catalyst to create a new, more effective way to educate students? While some people are concerned that switching to home schooling may have hampered the educational objective, others intend to make e-learning part of their "new normal" after experiencing the advantages.

Parents supported their children during the pandemic mainly through the monitoring of attention in classes and task realization. However, several aspects appear to significantly determine parental involvement time, effort, motivation, instructional support and learning environment. This study has revealed that the need for a significant investment of time from parents, particularly of elementary school children, making it comfortable with home school activities.

Focusing on the pandemic's impact ignores two crucial and connected aspects. The first is that strong linkages between learning at home and parental support and involvement. The second is that homeschooling and traditional schools work closely together. According to the report, homeschooling has historically emphasized parental cooperation. A significantly distinct educational paradigm, environment, and practice are offered by parental involvement in home-based education.

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