



**IDEOLOGY OF HOMESCHOOLING: EXPERIENCES,
EXPECTATIONS, NEEDS AND GUIDELINES**

**BY
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Abstract

In light of concerns among Chinese parents regarding the stifling impact of the traditional exam-oriented education system on creativity, innovation, and critical thinking, some have turned to homeschooling as an alternative. This qualitative study delves into the motivations, experiences, and methodologies of 24 Chinese homeschooling families in Thailand. Employing a mixed-methods approach, the researcher combines qualitative interviews, focus groups, and observations to comprehensively explore homeschooling practices. The study delves into the ideological foundations of homeschooling, examining the intersection of parental beliefs, pedagogical philosophies, and societal expectations. Based on empirical data and educational literature for effective homeschooling practices are formulated to foster optimal learning environments and enrich the educational journey for homeschooled students. The findings indicate that motivations for homeschooling often revolve around personalized teaching, dissatisfaction with the exam-oriented system, and a commitment to bilingual education. Furthermore, homeschooled students exhibit comparable academic and socio-emotional outcomes compared to their peers in traditional schooling. In conclusion, this study provides a comprehensive exploration of homeschooling ideology, weaving together experiences, expectations, needs, and guidelines. It contributes to academic discussions on alternative education and offers practical insights for stakeholders involved in shaping the future of homeschooling within the broader educational landscape.

(Total 277 pages)

Keywords: Social-Emotional Competence, Homeschooling, Chinese Parents,
 Bronfenbrenner Ecological System

Student's Signature Dissertation Advisor's Signature

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Chapter 1

Introduction

Homeschooling has transcended its status as a marginal trend and emerged as a dynamic and enduring form of education in the United States. Throughout the past six decades, homeschooling has not only evolved into a prominent social movement but has also experienced substantial growth. However, it is noteworthy that homeschooling remains officially prohibited for Chinese citizens, as the Chinese government mandates that all children attend registered schools and complete nine years of compulsory education. Compared to the over 289 million children enrolled in public schools in China (The State Council of the People's Public of China, 2021), homeschooling appears to be a peripheral educational activity.

The decision to educate one's children at home is a momentous choice that is framed and constituted within the context of family life. In this study, the researcher assumed that social-emotional competence plays a pivotal role in the learning experience of homeschooling parents. The researcher further posited that homeschooling neophytes, within the diverse framework of Bronfenbrenner's ecological system, acquire extensive knowledge about educating their children. It was within a local Chinese homeschooling families in Bangkok that the case study research was conducted.

The Covid-19 pandemic resulted in the closure of schools, leading many parents to perceive homeschooling as substandard due to insufficient support from educational institutions (Haller & Novita, 2021; Thorell et al., 2021). This situation

had negative effects on both children and parents, thereby contributing to the increasing popularity of homeschooling among Chinese families.

Therefore, it is crucial to reassess homeschooling as a viable alternative approach. The case study focused on gaining insights into how Chinese parents use social-emotional learning gain essential knowledge, skill and ability for homeschooling their children. This chapter begins with a comprehensive background review, followed by a problem statement, research objectives, research questions, the significance of the study, and the definition of critical terms.

1.1 Background of the Study

1.1.1 Chinese Traditional Education

Education has played an important role in Chinese history, with many scholars believing that it began with the birth of Chinese civilization (Gu, 2006). Before 1905, China had two types of schools: private schools and official schools. Private schools, which were run by scholars teaching students at home, had individual tuition, no set textbooks, and no specified study period. During the Spring and Autumn period, private schools were prevalent, and scholars of different schools of thought spread their teachings through this method. Confucius, in particular, had a significant impact with his large and influential private school, where he instructed more than 3,000 disciples, some of whom came from poor families. This gradually challenged the tradition that only nobility had the right to education.

On the other hand, official schools emerged during the Western Zhou dynasty and were open only to children of nobles. These schools, sponsored by the official constitution called “Xiangxue” (Zhou, Liu, Tian, & Li, 2018), consisted of a central

school and local schools in different administrative regions. The teaching materials focused on the Four Books and the Five Classics, which became the basis for imperial examinations in the Ming and Qing dynasties. As a result, these texts became crucial for scholars of that time and influenced behavior. The Confucian thought embodied in the Four Books and the Five Classics continues to have a significant impact on Chinese culture.

Confucius is recognized as the founder of education for the masses and the establishment of the first traditional private school, known as "Sishu," in Chinese history. The primary aim of Sishu education was to academically enrich the country's most talented scholars. Education holds great value in Chinese society, and the Confucian emphasis on education is deeply rooted in traditional Chinese culture (Sheng, 2018). The Chinese people consider education as one of the most critical social institutions, believing that studying is superior to other trades and occupations. Additionally, the one-child policy in China has further heightened the significance of education, as families often place great aspirations and dreams on their single child.

1.1.2 Chinese Contemporary Education

Homeschooling in China is not as prevalent as the mainstream public or private school system (Sheng, 2014, 2018). The Chinese government places strong emphasis on compulsory education and mandates children to attend formal schools. Education in China is categorized into three types (Makino, 2001): basic education, higher education, and adult education. By law, each child must complete nine years of compulsory education, which includes six years of primary school and three years of junior secondary education. Basic education in China consists of pre-school education (Makino, 2001) (usually three years), primary education (six years, typically starting at the age of six), and secondary education (six years).

Secondary education (Makino, 2001) offers two pathways: academic secondary education and specialized/vocational/technical secondary education. Academic secondary education comprises junior (three years) and senior middle schools (three years). Upon completion of junior middle school, students have the option to i) continue their education in an academic senior middle school or ii) enter a vocational middle school (or leave school at this point) for two to four years of training.

Senior middle school graduates who aspire to attend universities are required to take the National Higher Education Entrance Exam (Gao Kao). According to the Chinese Ministry of Education, approximately 12.91 million students took the exam in June 2023 (The People's Republic of China, 2023). The Chinese system is theoretically based on meritocracy, revolving around the Gaokao, a nationwide university entrance exam that determines the future prospects of numerous Chinese students. It is meticulously designed to maintain fairness and equal opportunities.

However, the private tutoring industry is often viewed as a means for the affluent to manipulate the system unjustly. Chinese parents' concerns regarding their children's academic success have contributed to the development of a multibillion-dollar industry of private tutors and “Buxi Ban”, commonly known as cram schools. For many Chinese children, their upbringing is characterized by a relentless cycle of extracurricular classes and private tutors, which becomes a costly challenge for parents to manage. This situation has dissuaded numerous families from considering larger household sizes (Chen, 2017), despite China's government advocating for two- and three-child households.

Chinese students to pursue overseas education is their desire to circumvent the country's highly demanding university entrance test (Wang, 2020), commonly known as Gaokao and frequently referred to as China's "examination hell." The stress associated

with this test is so severe that some students resort to suicide. Considering the intense competition for admission to prestigious Chinese universities, where only a tiny percentage of Gaokao test-takers secure a place (Pires, 2019), "Alternative Education" becomes an appealing alternative. As the parents of the first generation of homeschooling children in China, they took the risk of breaking away from the system and seeking an "ideal country" of education mainly because of the challenges their children face. Every child is unique, born different, and the diversity of children should have been the starting point of modern pedagogy.

However, in the standardized, rigid, and exam-oriented "education factories," this aspect has been greatly overlooked. Due to delays or precocity, and due to individual differences, many children become "failures" and leave school (Chen, 2017; Wang, 2020). Some parents also choose to voluntarily abandon exam-oriented education and implement a nurturing approach to education, not wanting their children to experience the same pain they went through.

Homeschooling holds a peripheral position within China's educational system. During the early 2000s, a small cohort of Christian parents residing in Beijing initiated home education for their children (Sheng, 2018). To support these homeschooling families, the church and their acquaintances established and coordinated a training program to equip them with the requisite knowledge and methodologies. Based on estimates provided by the organizers of the homeschooling training program, the total number of homeschooling parents in Beijing with a religious background is fewer than 40 (Sheng, 2018).

The first homeschool, named "Meng Mu Tang," was established in October 2006. It offered a full-time "Confucian reading" course to twelve Chinese students between the ages of 4 and 12. Dissatisfaction with the contemporary

examination-oriented educational system led twelve Chinese parents to establish this homeschool. In essence, this class can be viewed as a form of private academy (Shi Shu) reminiscent of those that existed in ancient China. As mentioned by Sheng (2007), this homeschool operated discreetly due to the absence of legal recognition for homeschooling in China. For these children overwhelmed by exam-oriented education, stepping out of school first and foremost signifies a form of healing.

After a period of confusion and aimlessness, a miracle occurs. The children regain their natural instincts and reignite their curiosity and interest in learning. One parent said that what she finds most valuable is that her child is once again filled with enthusiasm for life and eager to learn and explore the world. When one child expressed their feelings, they said, "Breaking free from a completely closed system and entering a world of complete freedom has fully unleashed my humanity and allowed me to search for my true self." There is even a child who claims to be "addicted to learning and unable to extricate oneself."

Homeschooling is recognized as a legitimate educational approach in numerous countries and has emerged as a viable learning method. However, homeschooling is still a relatively novel concept that has not gained widespread popularity in China. Sheng (2007) emphasized that "Meng Mu Tang" was deemed an illicit endeavor because it contravened the pertinent laws governing compulsory education. In China, homeschooling programs are required to seek permission from the local educational authorities to operate as a school. Running a school without an official permit from the government is considered illegal for Chinese citizens.

Over the past decade, homeschooling has quietly emerged in significant numbers in major metropolises such as Beijing, Shanghai, Guangzhou, and Shenzhen. The survey shows that the homeschooling community is growing rapidly. As of

February 2017 (Sheng, 2018), the group closely monitoring and intentionally attempting homeschooling for their children amounted to around 50,000 people, with approximately 6,000 students actively practicing homeschooling. Compared to the 2,000 individuals in 2013, the annual growth rate of the homeschooling community in China far exceeds 30%. As a result, homeschooling is gradually developing in China.

As homeschooling regained popularity and with the Chinese government proposing new educational regulations, many Chinese families have also embraced this alternative form of education. It's important to note that homeschooling is not officially recognized in China, but despite this, it is estimated that thousands of parents are choosing to educate their children at home (Sheng, 2015). For Chinese homeschooling parents, the decision to homeschool their children is a significant choice, and it is deeply intertwined with their family life.

The situation of homeschooling in China became even more challenging after the Ministry of Education of the People's Republic of China issued a notice in 2017 that banned homeschooling (Sheng, 2019). Furthermore, homeschooling violates Items 2, 4, and 35 of China's "Compulsory Education Law." Items 2 and 4 stipulate that parents bear the responsibility of enrolling their school-aged children in educational institutions to receive compulsory education. Consequently, except for eligible parents with disabled children, China's legislation and judicial practice have not granted parents the right to opt for homeschooling. The Laws of Education in China dictate that children must enter the Chinese educational system at the age of seven and remain enrolled for nine years.

With its substantial population, China experiences intense competition and limited college and university access (Chen, 2017). In this context, a successful childhood is defined by the ability to gain admission to a top-tier university. Parents

who choose homeschooling for their children face the risk of not fulfilling their aspirations and expectations.

Moreover, homeschooled students in China are unable to participate in the necessary high school exams, which can impede their eligibility to take the compulsory entrance examination for Chinese universities, among other challenges. Homeschooling is not a prevalent educational option in China due to the absence of social protection and support for families and children's rights, even though this approach has not yet been legally acknowledged. Additionally, Chinese education places significant emphasis on socialization, to the extent that it may be considered abnormal for a child to never attend school and be separated from their peers (Chen, 2008; Chen, 2017; Gu, 2006; Ren, Knoche, & Edwards, 2016). This perspective diverges significantly from Western values.

Considering the aforementioned factors, just as no two children are the same, no two families and "homeschooling" are the same either. Their common difficulties and confusions lie in how parents can fulfill the role of being a "general teacher," how to navigate the conflicts between being a parent and a teacher, how to find companions and friends for their children, and how to maintain necessary connections and coherence between the home and school, among other things. The development of homeschooling in China encounters various challenges. Regrettably, there is a dearth of direct research on the subject on Chinese homeschooling parents and children.

1.1.3 Homeschooling

Throughout the past century, the United States has witnessed a robust and vibrant movement advocating for the rights of homeschooling education. Referred to as "homeschooling," "family school," or "home education," this approach is also

known as "home schooling," "home education," or "unschooling" in the United States, and "home-based education" in the United Kingdom (Ahi & Sengil-Akar, 2021; Ray, 2017). It involves the family serving as the primary site for education, where children receive instruction and guidance in a home-based setting.

Homeschooling, which refers to parent-led home-based education, has been a conventional educational practice with a long-standing history. Homeschooling refers to the practice of educating children at home instead of sending them to a traditional school setting (Thomas, 2019; Tilhou, 2020). It is an alternative form of education where parents or guardians take on the role of primary educators, providing instruction and guidance to their children. While homeschooling was considered cutting-edge and "alternative" a decade ago, it has now gained public attention and is gradually moving towards the mainstream.

Homeschooling allows for a personalized approach to education, tailored to the individual needs, interests, and learning styles of the child. In a homeschooling arrangement, parents have the freedom to choose and develop the curriculum, select teaching materials, and determine the pace and structure of lessons (Van Schalkwyk, & Bouwer, 2011; Watson, 2018;). They can incorporate various educational methods, resources, and teaching techniques to create a customized learning experience. This flexibility enables children to explore subjects in depth, pursue specific interests, and learn at their own pace (McFarlane & McFarlane, 2020). Homeschooling can take various forms. Some families follow a structured curriculum similar to that of traditional schools, while others adopt a more flexible and child-led approach. Instruction can be delivered through textbooks, online courses, educational software, hands-on activities, field trips, and interactions with tutors or other homeschooling families.

One of the advantages of homeschooling is the individual attention and one-on-one instruction children receive from their parents or guardians. This personalized approach allows for a deeper understanding of concepts, the ability to focus on areas of strength or weakness, and the opportunity to tailor learning experiences to the child's specific needs. Homeschooling also provides flexibility in terms of scheduling. Families can create their own routines and adapt the learning schedule to accommodate other activities or family commitments. This flexibility allows for a more balanced and integrated approach to education, where learning can take place both inside and outside the traditional classroom setting.

Modern education, driven by the demands of the current era, places emphasis on nurturing children's individuality. Apart from academic learning, another crucial aspect of Western education is the socialization of students, aiming to cultivate tolerant individuals capable of contributing to a pluralistic democratic society (Apple, 2020; Conejeros-Solar & Smith, 2021; Dill & Elliot, 2019).

Consequently, education needs to be individualized, as a one-size-fits-all approach can no longer meet the needs of every student. In today's society, homeschooling is thriving due to the overall societal development, increasing individual consciousness, and the recognition of limitations in traditional education (Conejeros-Solar & Smith, 2021; Dietrich, Patzina, & Lerche, 2021). By addressing the shortcomings of traditional schooling and promoting personalized development, homeschooling is attracting a growing number of followers and practitioners. It offers a personalized educational model that takes into account the unique needs of students and their respective cultures. Over the past decade, the number of families choosing homeschooling for their children has substantially increased, transforming what was once considered a marginal development into a significant and expanding phenomenon.

It's important to note that homeschooling regulations and requirements vary from country to country and even within different regions or states. Some jurisdictions have specific laws and guidelines that homeschooling families must adhere to, including curriculum standards, reporting requirements, and assessments. It is essential for parents considering homeschooling to familiarize themselves with the legal requirements in their area and ensure compliance.

Overall, homeschooling offers an alternative educational path for families seeking more control, customization, and flexibility in their children's education. It allows for a personalized learning experience, fostering independent thinking, self-motivation, and a lifelong love for learning.

1.1.4 Homeschooling as a Social Movement

Homeschooling, or the practice of educating children at home rather than in a traditional school setting, has a long history that dates back centuries. While it is difficult to pinpoint the exact origins of homeschooling, historical evidence suggests that it has been a common method of education throughout different cultures and time periods.

"When did homeschooling begin?" If researcher consider this question, they may find that homeschooling has been practiced since ancient times, with examples of ancient Greeks homeschooling their children over 2500 years ago. In ancient civilizations, such as Greece and Rome, homeschooling was the primary form of education (Suarez, P. & Suarez, G., 2006). Children would receive education from their parents or hired tutors, focusing on subjects like reading, writing, mathematics, and philosophy. This personalized form of education allowed for individualized instruction and tailored learning experiences.

During the Middle Ages, homeschooling continued to be prevalent, particularly among noble families. Education was typically provided within the household by private tutors or religious figures (Suarez, P. & Suarez, G., 2006). The curriculum often included religious teachings, literature, history, and basic life skills.

However, a more pertinent inquiry would be to explore the origins of formal schooling or when homeschooling experienced a resurgence. To provide context, it is necessary to examine the historical development of the education system in the United States. Throughout its history, the U.S. education system has undergone significant struggles and transformations, particularly as the nation has grown in size and diversity (Gaither & Springerlink, 2017). This diversity has often resulted in tensions and societal debates. Prior to the efforts of key figures like Horace Mann, education was not considered a right or a requirement for all individuals. Mann played a crucial role in the establishment of free public education and his educational innovations in the 19th century were unparalleled (Conner & Brown, 2016). His primary objective was to create a more equitable society by providing education to the lower classes, aiming to eliminate poverty and level the playing field between those who had access to education and those who were financially privileged.

Teaching children at home was once the norm. In fact, in many civilizations, education within the family group was prevalent until relatively recently, and only the wealthy had the means to hire professional teachers for their children. Throughout the world, parents have traditionally prepared their children for adult life by imparting practical skills and training them for their future trade or specific labor. It wasn't until the 19th century that compulsory education in a classroom setting became widespread (Conner & Brown, 2016), and since then, formal schooling has become the most common method of education, particularly in the West.

Shortly after free public education gained popularity, a wave of new reforms emerged. The end of the 19th century witnessed the rise of the Progressive Movement, driven by a strong desire to address the nation's most pressing social problems and inequalities through educational reforms (Busemeyer, 2015). Even today, education remains a domain marked by continuous reform. While many reforms may sound promising in theory, their implementation in curriculum, classrooms, and student experiences often resembles the ill-fated trajectory of Howard Hughes's wooden airplane, the Spruce Goose. Similar to the Spruce Goose, these reforms tend to be costly, cumbersome, and face numerous critics. They fail to achieve significant progress after their launch and, following a lackluster debut, are swiftly shelved.

After nearly three decades of school reform, it is disheartening to note that national student achievement remains stagnant, barely showing any improvement since the start of these efforts (Chickering & Bowen, 1979). Additionally, there has been a significant decline in student behavior, with a sharp increase in dropout rates, particularly in urban areas among underprivileged and minority populations (Chickering & Bowen, 1979). Despite the expenditure of billions of dollars, the tireless efforts of professionals, and the implementation of countless legislation, regulations, and mandates by public officials, the intended outcomes have not materialized as expected (Kelly, 2007). Consequently, partly as a response to these unsuccessful reforms and other factors, families in the latter part of the 20th century began seeking alternative methods of educating their children.

In the 1960s and 1970s, homeschooling gained traction as part of the countercultural movement in the United States. Families seeking alternative educational approaches and greater control over their children's education began homeschooling. Although homeschooling has a centuries-old history, but over time, as public schools flourished, homeschooling gradually lost prominence. As mentioned,

homeschooling has a long history predating the establishment of public schools in Europe and America. The birth of modern homeschooling is often traced back to the 1960s and is attributed to three separate sources., spearheaded by educationist John Holt (Gaither & Springerlink, 2017).

Raymond and Dorothy Moore (1994) believed that education encompassed more than just academic learning, emphasizing the importance of guidance and family values. Kunzman (2009) argued that public schools stifled children's natural curiosity and developed the unschooling approach, advocating for the removal of rigid structure in education. Missionaries also criticized formal schooling, stating its ineffectiveness and detrimental effects on children due to the absence of appropriate values and guidance. Ayn Rand's libertarian philosophy, which emphasized individual freedom and creativity, further contributed to the development of homeschooling (Gaither, 2017). Today, homeschooling is more popular than ever, with parents choosing to opt out of the public school system for various reasons, ranging from concerns about educational quality to protecting their children from bullying.

Gaither (2009) provides an insightful analysis of the growth of the homeschooling movement in the United States during the 1970s. He attributes this rise in homeschooling to four notable social trends: suburbanization, feminism, political radicalism and privatism, and the bureaucratization and secularization of public schools (Gaither, 2009, p. 332). One of the significant factors contributing to the rise of the homeschooling movement in the latter part of the twentieth century, as highlighted by Gaither (2009), is suburbanization. This term refers to “the migration of Americans from farms and cities to the suburbs, which played a pivotal role in explaining the emergence of homeschooling” (Gaither, 2009, p. 332).

As more and more individuals purchased homes and took advantage of the new roads and improved infrastructure facilitating this transition, the suburban landscape became an ideal environment for homeschooling. The exponential expansion of America's infrastructure and road networks coincided with the growth of the homeschooling movement.

Homeschooling faced legal challenges and regulatory hurdles during the 1980s. Homeschooling advocates fought for legal recognition and the right to educate their children at home. In the United States, each state has its own homeschooling laws, with some states imposing more regulations than others (Conner & Brown, 2016). In recent years, homeschooling has gained greater acceptance and recognition as a legitimate educational option. Many countries, including the United States, Canada, Australia, and various European nations (Carlson, 2020), have established legal frameworks and support networks for homeschooling families. The homeschooling movement has become more diverse, encompassing a wide range of philosophies, approaches, and curricula. Families choose homeschooling for reasons such as academic flexibility, personalized instruction, religious or cultural beliefs, special needs accommodations, and dissatisfaction with traditional schooling (Watson, 2018). Hybrid models have emerged where homeschooling families come together to share resources, expertise, and socialization opportunities.

Homeschooling co-ops and support groups facilitate collaborative learning and community engagement. The rise of online homeschooling platforms has further expanded options for homeschooling families. These platforms offer structured curricula, teacher support, and interactive learning experiences delivered entirely online. The homeschooling movement has become a global phenomenon, with families choosing homeschooling in various countries around the world. International

networks, conferences, and online communities provide support and resources to homeschooling families regardless of their geographical location.

It is important to note that while homeschooling has experienced significant growth and transformation, it continues to be a subject of debate and controversy. Critics express concerns about socialization, academic rigor, parental qualifications, and potential isolation of homeschooled children. Meanwhile, proponents argue that homeschooling offers individualized education, stronger family bonds, and the ability to tailor learning experiences to children's unique needs and interests. The rise of homeschooling reflects the dissatisfaction of American society with formal public education. Parents are discontent with the institutionalized and mechanized approach to education. They believe that the knowledge taught in schools does not adequately prepare students to meet the demands of the job market and fails to cater to individual talents (Carlson, 2020). Additionally, the classroom-based teaching method ignores students' individuality and fails to meet the specific needs of children. As a result, schools are perceived to have low efficiency.

Homeschooling is a longstanding practice. According to Apple (2000), homeschooling is characterized by an anti-democratic rationale and has negative implications for the public welfare. It was frequently a requirement in the early history of the United States. Covey and Covey (2001, p. 25) state that education in colonial times predominantly depended on parental decisions and encompassed reading religious texts and acquiring basic arithmetic skills to prepare children for specific vocations.

The establishment of schools in American towns did not occur until the 1800s. Homeschooling has experienced a notable surge in popularity in recent years. The growth of homeschooling in the United States has been remarkable, even by

conservative estimates. In the 1970s, homeschooling was limited to a mere 10,000 to 15,000 children, but by 2010, this number had reached 2 million. However, the most recent estimation suggests that the population of homeschooled students aged 5 to 17 grew from 850,000 in 1999 to 1,690,000 in 2016. Moreover, the percentage of homeschooled students increased from 1.7% to 3.3% between 1999 and 2016 (U.S. Department of Education, 2022). Murphy (2014) confirmed that the current homeschool enrollment constitutes approximately one-fifth of the enrollment in private schools.

In the United States alone, there are currently 2.3 million homeschoolers (Dwyer, 2022). As of February 2020, the number of students in the United States who had experienced homeschooling at least once reached approximately 9 million. The number of homeschooled students experienced an increase from approximately 2.65 million in 2020 to 3.7 million in 2021, and further rose to 4.3 million by 2022 (U.S. Department of Education, 2022). These overall statistics indicate a consistent upward trajectory for homeschooling, projecting a continued growth trend in 2023, independent of any additional spikes induced by pandemics.

Table 1.1 The number of homeschooling households from 2016 to 2022

Year	2022	2021	2020	2019	2016
Data	4.3 million	3.72 million	2.65 million	2.5 million	2.3 million

Source: National Center for Education Statistics, 2022

Existing studies indicate that homeschool students achieve comparable or superior results on standardized tests compared to their public-school counterparts. Many homeschooling researcher acknowledge concerns about the socialization of homeschooled children. To date, there has been limited published research on parents' self-reporting of their homeschooling experiences.

1.2 Significance of the Problems

As soon as free public education became mainstream, new reforms emerged. The Progressive Movement, which rose at the end of the 19th century, brought about an eagerness to address social ills and injustices through education reform. Nonetheless, the emergence of homeschooling has disrupted this phenomenon. Terziev and Vasileva (2022) define socialization as the process through which individuals learn the beliefs, customs, and appropriate behaviors of a society or group. It consists of primary socialization, which occurs during early stages of life, typically from parents and close family members, and secondary socialization, which takes place through extended social networks like schooling, friends, and the media. Undoubtedly, socialization is crucial for overall development and identity formation. In the past, early socialization among children predominantly took place within the school environment, but homeschooled children are deprived of this opportunity.

The researcher assumes that social-emotional competence is a central element of the learning experience for Chinese families (Yang, Datu, Lin, Lau, & Li, 2018). However, there is a glaring lack of reliable and consistent data on the social-emotional competence of homeschooled students. While some families choose to homeschool their children to provide them with a better grasp of the Chinese language, the main reason for many is to prepare them for studying abroad (Wang, 2019). Consequently, compulsory education in public schools is relatively reduced, allowing students more time to focus on their future English classes and standardized tests. Some parents oppose the rigid nature of formal teaching and believe that homeschooling allows for a more interactive learning experience.

However, even among homeschooling parents, there are concerns about the potential impact of children studying exclusively at home, as it limits their

opportunities to socialize with teachers, classmates, and peers. Engaging with a diverse group of people can facilitate better learning outcomes (Zins, Bloodworth, Weissberg, & Walberg, 2007). This type of data should be explored within the family social network. Therefore, there is an urgent need for society to investigate and learn more about this alternative educational approach that has recently emerged in China.

In light of these considerations, the interviews are conducted with homeschooling parents to gather insights and discuss their experiences. The current research aims to explore Chinese parents' experiences with homeschooling in Bangkok, in order to understand their perspectives, practices, and challenges. By studying their unique stories, the researcher hopes to gain a clear understanding of the homeschooling experience for Chinese families in Bangkok and contribute to future practices in mainland China.

1.3 Significance of the Study

The importance of Chinese parents educating their children at home lies in the fact that it represents a completely new field, and parents are often unfamiliar with how to provide advantages in terms of personalization, safety, moral education, and flexibility. While this educational approach contributes to fostering academic achievements, values, independence, and addressing special needs in children, parents must consider various factors and comply with relevant regulations to ensure a comprehensive educational experience. For traditional Chinese educational beliefs, this represents a breakthrough, necessitating a departure from conventional notions to better cater to children's educational needs.

For the Children, an important component part of the researcher's rationale for children to study the learning of home-schooling parents is that previous research

had been almost entirely focused on the learning of the home-schooled children's academic result (Carlson, 2020; Maranto, 2020). This study offers valuable insights into effective homeschooling strategies and methods that enhance the educational quality. It provides personalized education, individual attention, and a flexible learning environment that meets children's unique needs and interests, particularly in exceptional situations like Covid-19. Moreover, it suggests methods to cultivate children's self-motivation, self-discipline, and critical thinking skills. Furthermore, the study's benefits can enhance the understanding of supporting the learning and social development of Chinese homeschooling children.

For the Parents, this study focused exclusively on how Chinese parents learned as they endeavored to educate their children at home. Researcher of homeschooling literature have relied on anecdotal evidence and personal experience when writing about how parents prepare themselves to homeschool (Ludgate, Mears, & Blackburn, 2021; Jolly & Matthews, 2018; Thorell et al., 2021). The study offers practical advice and suggestions for Chinese parents interested in homeschooling their children. It also proposes guidelines for Chinese families and Chinese teachers residing in Thailand. If many families face similar challenges during the initial homeschooling stages, it presents an opportunity for the homeschooling community and related businesses to support and assist Chinese parents in their homeschooling journey. In the future, this research may provide alternatives and insights in selecting suitable education for children, both in China and internationally.

The researcher believes that the study has tangible and practical value because it provides research-based insights regarding how Chinese parents learn to educate their children in their homes as well as to educate parents with a comprehensive knowledge of the child's experience of homeschooling so that they can make an informed choice on behalf of their children.

For the Homeschools, if the study uncovers concerns among Chinese homeschooling parents regarding their children's educational success and social interactions, it can guide homeschooling families to focus on fostering social-emotional competence skills and bridging this crucial gap in teaching and learning. Conversely, if the study confirms the long-standing claims of parents and homeschool advocates that homeschooled students perceive themselves to possess equal or superior social skills compared to their public-school peers, it can provide supporting evidence for these assertions.

For Mainland China's Education, homeschooling is an educational phenomenon of significant theoretical value and practical significance (Sheng, 2013). Analyzing children and parents' experiences provides valuable insights into the development of basic education in China. Moreover, it can inform education agencies, regulatory bodies, and lawmakers to strengthen the education system, promoting the holistic development, social-emotional competence, and academic success of Chinese school-aged children. Therefore, the insights gained from studying such a group could be applicable to a much broader population.

For the Chinese Communities, from a practical standpoint, this research comprehensively examines the implementation of homeschooling in Thailand, employing case study research as the primary method to explore the current situation and existing experiences in homeschooling education. It aims to identify implementation challenges, uncover current homeschooling practice shortcomings, and summarize and share the experiences of Chinese school-aged children who have implemented homeschooling in Thailand. It serves as a guide to facilitate the further development of homeschooling education implementation for other Chinese families residing in China.

For Educators in China, this research examines the homeschooling education experience through the lens of Bronfenbrenner's ecological systems theory of development and social-emotional learning theory. Employing qualitative research methods, researcher can develop a profound understanding of the essence and modalities of homeschooling education while identifying and addressing current issues. This will broaden the research scope concerning homeschooling experiences and implementation processes. Chinese educators will gain a comprehensive understanding of the actual situation and potential of homeschooling in Chinese society, motivating them and the government to contemplate this emerging phenomenon and reflect on the current Chinese educational system.

In conclusion, homeschooling during the pandemic was an incidental occurrence. Even after the pandemic, homeschooling remains a unique individual choice. However, we it needs to recognize that the resurgence of homeschooling is not accidental. The underlying educational issues behind homeschooling have universal implications and therefore deserve attention. In other words, this paper focuses on the common challenges faced by homeschooling parents and the general reasons behind this phenomenon. The significance of this research lies in explaining the incidental phenomenon and expressing its inevitable and widespread significance.

1.4 Research Objectives

The Objective of this study is to explore and describe Chinese children's homeschooling experience in Bangkok, Thailand. This study employs the Bronfenbrenner's ecological system theory to investigate and summarize the implementation process and experiences of Chinese homeschooling children. The aim is to provide valuable insights for Chinese families considering homeschooling as an

option for their children's education. This study adds to the general literature of homeschooling experience of Chinese children.

1) To understand why Chinese parents in Thailand choose homeschooling by examining their motivations and core experiences.

2) To analyze parents' initial expectations for homeschooling and how these align with academic performance expectations, offering insight into holistic child development in homeschooling.

3) To identify the needs of Chinese parents in Bangkok, Thailand, who homeschool and understand how these needs influence their educational choices and practices.

4) To examine the guidance principles used by Chinese parents in Thailand for homeschooling, exploring how these reflect their educational philosophies and impact outcomes.

5) To explore how homeschooling affects a child's socialization and how parents address socialization concerns, revealing specific mechanisms and strategies used.

1.5 Research Questions/ Assumption

1.5.1 Research Questions

Research Question 1:

What are the motivations and experiences of Chinese parents in Thailand who choose homeschooling?

Research Question 2:

What are the initial expectations of parents when choosing homeschooling, and how do parents' expectations for academic achievement align with broader expectations for holistic child development in the context of homeschooling?

Research Question 3:

Do specific needs emerge in the process of educating their children for Chinese parents in Bangkok, Thailand, who choose homeschooling, and how do these needs shape their educational choices and practices?

Research Question 4:

What are the specific guidance principles that Chinese parents in Thailand have for educating their children at home, and how do these principles reflect their educational philosophies and values?

Research Question 5:

How does homeschooling influence a child's socialization, and how do parents actively address socialization concerns in the home education environment?

1.5.2 Research Assumptions

The researcher entered the study with the assumption that 1) the Chinese parents selected for the study had probably not spent a great deal of time in preparation before they start homeschooling; 2) A further assumption was in regard to learning through experience. The researcher anticipated that homeschooling parents learned a considerable amount in the process of teaching their children; and 3) The researcher assumed that the social-emotional competence contributes to Chinese homeschooling parents' teaching competence and reduce the disadvantages effect for their children.

1.6 Conceptual / Theoretical Framework

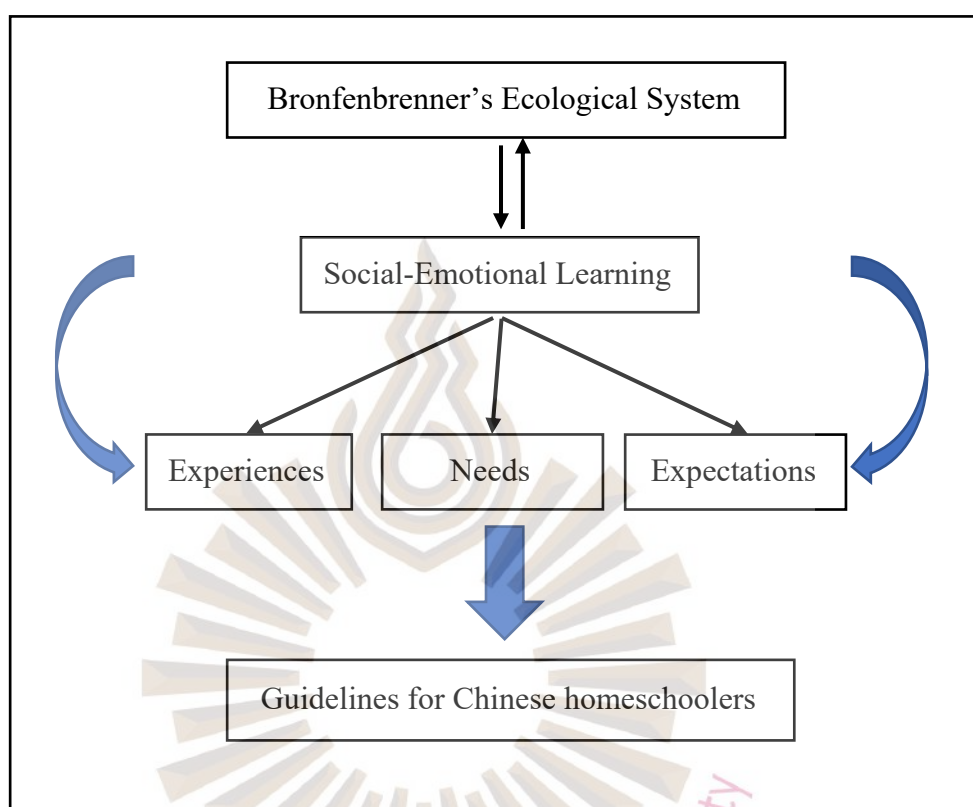


Figure 1.1 Relationship between Bronfenbrenner's Ecological System and homeschooling experience

The study's conceptual framework is grounded in two distinct ways. Firstly, it acknowledges Bronfenbrenner's ecological system (Bronfenbrenner, 1979, 1986) as one of the many systems at play in children's lives. Conversely, there are multiple factors that influence the educational experience and overall development of children. These factors contribute to or detract from children's academic achievement and can be seen as smaller components within larger systems that shape a child's life. Considering the intricate interplay of these systems, the researcher will utilize Bronfenbrenner's ecological model and Social Emotional Competence (SEC) as

theoretical frameworks to guide this research. By incorporating these frameworks, the study aims to explore the connections between ecological systems and the social-emotional well-being of homeschooled children. Furthermore, this study seeks to provide interview participants with opportunities to reflect on their emotions and personal experiences related to homeschooling their children. Through the inclusion of their perspectives and stories, the research can gain valuable insights into the interviewees' thoughts and experiences regarding homeschooling.

1.7 Scope of the Study

1.7.1 Research Methodology

This study employs a qualitative case study research method, specifically utilizing face-to-face interviews with Chinese homeschooled students. Qualitative research methodology aims to produce descriptive data in the form of written or oral accounts of people's words and observed behaviors (Berg & Lune, 2018; Bryman, 2007). To establish a scientific foundation for this research and gather relevant facts and data, descriptive qualitative methods were chosen. Descriptive research is a type of inquiry that systematically and accurately provides information on the characteristics of a specific population or area.

A case study is an in-depth examination of a specific individual or group to gain a comprehensive understanding of their experiences (Rutakumwa et al., 2019), characteristics, and behaviors. In the context of homeschooling, a case study can focus on a homeschooling student to explore various aspects of their education, social-emotional development, and overall well-being (Deterding & Waters, 2018). The research design section explores the integration of various components of research methods, specifically case study and semi-structured interviews, to create a

comprehensive understanding of the research question. Guided by an ecological model, social emotional learning, and explanatory theories and research, this study adopts a qualitative design.

Kuo and Wallace (2020) emphasize that qualitative methods are particularly useful for obtaining in-depth insights into research issues and capturing the perspectives of the study population within their context. In this study, the aim is to understand the behavior and emotions of homeschooling mothers and explore children's social emotional competence and social interactions within the homeschooling environment. The main focus of this method is to work collaboratively with homeschooling mothers to identify and address challenges they face. By utilizing Bronfenbrenner's ecological model, the researcher aims to gain a comprehensive understanding of the experiences of homeschooling mothers and their children, both internally and externally.

1.7.2 Location of the Research

This research will be conducted in Bangkok Thailand. The vast majority of Chinese people in Thailand choose to reside in Bangkok because it offers abundant educational resources, including international schools, private schools, libraries, and cultural institutions. Homeschooling families can more easily access teaching materials and learning resources that suit their children's needs. Bangkok is a multicultural city that attracts people from all over the world. Attending institution here allows children to interact with peers from different cultures, languages, and backgrounds, providing them with a broader cultural experience. Bangkok is generally considered one of the relatively safe and livable cities in Thailand, which positively impacts the quality of life for both families and children.

1.7.3 Research Population

All Chinese families in Bangkok with school-aged children have a WeChat group called "宝爸宝妈在泰国 (Mom and Dad in Thailand)." Currently, there are 1,213 families actively participating in this group. Through purposive sampling, a total of 12 families are ultimately selected to participate in this study.

1.7.4 Research Sample

Out of the 1213 Chinese families in the group, 24 families practice homeschooling in Thailand. According to incomplete statistics, only 15 families are engaged in homeschooling in Bangkok. For the purpose of this study, the participants will consist of mothers who are the primary caregivers and educators for their children. Ghazi-Saidi et al. (2020) and Yin (2018) suggested that a multiple case study can include 4-10 cases. In this study, by using purposive sampling selection method, the researcher will select twelve families as research participants based on the following criteria:

- i. The families are Chinese (Both parents are Chinese) and reside in Bangkok.
- ii. The child is no older than ten years.
- iii. There are no single-parent families.
- iv. At least one year of homeschooling experience.

This study employs purposeful sampling, a method that allows researcher to deliberately select samples to meet the specific objectives of the study (Patton, 2014; Yin, 2018). This ensures that the sample is representative and can provide valuable information related to the research questions. Through purposeful sampling, researcher

can choose samples that provide in-depth insights and detailed information, aiding in a more comprehensive response to research questions, particularly when the research involves complex or multidimensional topics (Creswell, J.W. & Creswell, J.D., 2018). Purposeful sampling is well-suited for situations where researcher already have a clear understanding of the questions they aim to address and wish to focus their research on these specific inquiries (Merriam, 2009). This approach facilitates the effective resolution of particular research questions without squandering resources. When dealing with homeschooling, which often involves small sample sizes, researcher may only have access to relatively limited samples. Miles, Huberman, and Saldaña (2013) mentioned that in such cases, purposeful sampling allows researcher to identify the most relevant and representative individuals or units within the constrained sample.

1.8 Definitions of Terms Used in the Study

Chinese Students

Chinese Students refer to individuals of Chinese ethnicity or nationality. In this study, the term specifically pertains to students who are being homeschooled and have Chinese descent or cultural backgrounds.

Chinese Homeschooling Student

Chinese Homeschooling Student refers to the practice of educating Chinese students at home instead of sending them to traditional schools or institutions. It involves parents or tutors assuming responsibility for the child's education, including curriculum design, implementation, and instruction.

Bronfenbrenner's Ecological Systems

In this article, Bronfenbrenner's Ecological Systems theory is used to organize the social and physical environment of Chinese children in Thailand into a

set of nested hierarchies or systems. This research examines the influence of Thailand's external environments on the functioning of Chinese homeschooling families as contexts for children's development. It investigates the interaction between social skills and the environment in family processes (Murphy, 2020), as well as the transitions and linkages between the family and other significant settings that impact development, including former schools, peer groups, social networks, neighborhoods, communities, and the public policies of Thailand affecting Chinese families and children. In this study, the ecological systems theory primarily involves the Microsystem, Mesosystem, and Exosystem levels. Through the analysis of these three levels, an attempt is made to delve deeper into the complexity of homeschooling, encompassing interactions within the family, interactions between the family and the external environment, and the influence of external factors on homeschooling. This ecological systems perspective is expected to contribute to a more comprehensive understanding of children's learning and development in the context of homeschooling and provide profound insights for research.

China

China, officially known as the People's Republic of China (PRC), is a sovereign state situated in East Asia. For the purpose of this study, the focus is solely on mainland Chinese individuals and excludes Hong Kong and Taiwan.

Educational Processes

Educational processes encompass the instructional methods, curriculum, and structure employed by homeschooling parents to facilitate their children's academic development (Kunzman & Gaither, 2013).

Focus group

The focus group consists of a small, carefully selected group of Chinese families who engage in open discussions for research purposes. The Chinese parents in the focus group are typically dedicated to enhancing their children's social-emotional competence and academic experiences.

Instructional methods

Instructional methods in this study refer to the various approaches utilized by families to provide diverse teaching and learning opportunities within and outside the home.

Home Schooling

Homeschooling, also known as home education or home schooling, is an educational approach where parents take on the responsibility of guiding, funding, planning, and implementing an educational plan for their children (Jolly & Marrhews, 2018; Ray, 2013). In this study, the lifestyle and learning methods of Chinese families practicing homeschooling share similarities with the concept of "homeschooling" abroad, but there are also differences. For a proper possibility, this paper adopts the concept of "homeschooling" to specifically refer to the learning methods of Chinese families—homeschooling in Bangkok, Thailand.

1.9 Limitation of the Study

This research investigates the phenomenon of homeschooling through in-depth interview, focus group and observation, aiming to uncover and reflect upon the challenges in school education. There are four main limitations to consider. Firstly, due to the limited duration of this study, it was not possible to thoroughly examine and analyze the impact of the chronosystem on students' development of social-emotional

competence (Bronfenbrenner, 1986). Secondly, a significant limitation lies in the fact that this study focuses on student development without directly involving the students themselves (Program Guide - CASEL Program Guide, 2015). Instead, the study relies on interviews with the students' mothers, who provide their own perceptions of their children's development.

Thirdly, it is important to acknowledge that the participants themselves may present limitations (Yin, 2018). Some individuals may possess greater articulation skills, enabling them to effectively share and reflect upon their experiences, while others may face challenges in doing so. Finally, it is worth noting that this study does not encompass single-parent households. This is because children in single-parent families often face more emotional issues, but within the scope of this research, it does not delve into this discussion. It is important to note that the research on homeschooling is extensive and ongoing, and findings can vary depending on the study design, sample size, and geographical location. Additionally, homeschooling approaches and regulations differ across countries and regions, which can influence the outcomes and experiences of homeschooled children.

The effectiveness and impact of homeschooling may depend on several factors, such as the educational methods employed, parental involvement, and the individual needs and circumstances of the children involved. Therefore, this study focuses on the exploration of homeschooling experiences from the perspective of social-emotional competence.

Chapter 2

Literature Review

This literature review provides an examination of the related literature and the conceptual framework for this study. begins by delving into the concept and definition of homeschooling. Subsequently, based on a comprehensive review of prior literature, key terms related to homeschooling and practical experiences from previous research are distilled. Following this, we will discuss the relevant situations of homeschooling in China and Thailand, including trends and influencing factors in these two countries. Finally, this chapter will introduce two essential theoretical frameworks, namely, the Ecological Systems Theory and the Social-Emotional Competence theory, to provide an in-depth analysis of the relationship between homeschooling and children's socio-emotional development.

Chapter Two focuses on the following key themes:

2.1 Homeschooling

2.1.1 The concept of homeschooling

2.1.2 The Definition of homeschooling

2.2 The Scholarly Empirical Literature of Homeschooling

2.2.1 Academic Achievement

2.2.2 Socialization

2.2.3 Parental Involvement

2.2.4 Motivation and Engagement

2.2.5 Challenges and Concerns

- 2.2.6 Stereotypes and Criticisms
- 2.2.7 Personalized Learning
- 2.2.8 Diversity of Education Resources
- 2.3 Homeschooling Methods and Practice
 - 2.3.1 Homeschooling Paradigm
 - 2.3.2 Practice of Homeschooling
- 2.4 Why Parents Decide to Homeschool
- 2.5 Homeschooling in China
 - 2.5.1 China Education Policy
 - 2.5.2 Homeschooling Trends in China
 - 2.5.3 Statistical Analysis of Existing Literature
 - 2.5.4 The Voice of Chinese Educators
- 2.6 Homeschooling in Thailand
 - 2.6.1 Thailand's Homeschooling Education Policy
 - 2.6.2 Method of Implementation
- 2.7 Theoretical Foundation
 - 2.7.1 Bronfenbrenner's Ecological System
 - 2.7.2 Social-Emotional Learning
- 2.8 Summary

2.1 Homeschooling

2.1.1 The concept of Homeschooling

The concept of "Deschooling" became well-known due to Ivan Illich's book "Deschooling Society" published in 1971. In this influential work, Illich critically examines the various drawbacks of the modern school system, and his proposal to

abolish schools had a profound impact. In 1977, building upon Illich's concept of "Deschooling" society, John Holt (Woodford, 2020) introduced the concept of "unschooling" as an alternative form of education distinct from traditional schooling. The fundamental idea behind unschooling is to consciously differentiate it from school education and allow children to naturally and joyfully grow by minimizing the elements of formal schooling.

As it evolved and matured, unschooling gradually shifted its focus from blind opposition to the school education system to self-construction. The development of unschooling education practices benefited from the homeschooling community and became one of the primary educational approaches within this community. However, with the advancement of the homeschooling movement, unschooling education has gradually become one of the many educational choices available to homeschooling families. The literature on the history of the homeschool movement is abundant. Various scholars such as Arai (1999), Martin-Chang, Gould, and Meuse (2011), and Gaither (2009) have traced the movement's meteoric rise over the past 40 to 50 years.

This part aims to explore the contributions of different national homeschooling movements in various aspects, involving history, current practices, critiques, and socio-emotional learning. The study adopted the suggestion of Lapan and Demarrais (2017) to formulate research questions and specify the focus of the research using existing literature and previous studies. This approach aligns with the idea of experienced researchers reviewing previous studies to propose deeper questions about the topic. The literature review involved a thorough examination of academic journals, newspaper articles, and state and local homeschooling regulations. Its purpose was to validate or challenge the findings of the conducted interviews. It specifically delves into the historical development of homeschooling as a social movement and provides insights into contemporary homeschooling practices. When applying ecosystem theory and

socio-emotional capability to homeschooling, we can view homeschooling as a microcosm of the ecosystem, where various internal and external factors interact. According to Ratcliffe (2018), ecosystem theory emphasizes the interaction between internal family members (parents and children) and external elements (community, resources, culture, etc.), and how families adapt to different environmental factors. This perspective helps us understand how homeschooling families flexibly adjust and manage educational resources to meet children's learning needs. Additionally, socio-emotional capabilities play a crucial role in homeschooling. As pointed out by Chen (2014), the relationship between socio-emotional development and homeschooling is significant. They examined the differences in socio-emotional development and political attitudes among students from different educational backgrounds and found that homeschooling may have a positive impact on shaping socio-emotional capabilities. This indicates that homeschooling families have the opportunity to focus more on socio-emotional development and tailor education to the needs and interests of children.

Furthermore, the study by Rahma, Lestari, and Nugroho (2018) delved into the educational practices of high-achieving homeschooled students, including the cultivation of socio-emotional capabilities. They found that these families prioritize socio-emotional development in the homeschooling environment, providing rich learning opportunities for children. This further underscores the importance of socio-emotional capabilities in homeschooling. These studies provide a multidimensional understanding of homeschooling, from academic achievement to social development and personal growth. Kunzman (2009) provided a comprehensive summary of homeschooling research and academic achievements based on criteria such as academic quality, significance or influence, and unique insights, using over 2000 pieces of literature. Carlson (2020), combining empirical evidence with a robust research paradigm, documented and summarized interstate differences related to homeschooling and provided information on academic achievements, social interactions, and the need

for special education services among homeschoolers. Relevant recommendations were made regarding homeschooling supervision practices, and state regulations concerning testing requirements and policies for providing services to disabled students were described. Kunzman's (2009) comprehensive summary provides us with an in-depth understanding of homeschooling research, while Carlson's (2020) interstate differences research highlights the situations of homeschooling in different regions. Green-Hennessy and Mariotti (2021) interviewed 187 homeschooled children, their parents, and their teachers, finding that the children initially started kindergarten in traditional school systems but left the system to homeschool before fifth grade and experienced bullying the year before starting homeschooling. Valiente, Spinrad, Ray, Eisenberg, and Ruof (2022) identified methods for a more comprehensive understanding of homeschooling students' academic and social experiences and described who receives homeschooling, motivations for choosing homeschooling, and ways parents are involved in homeschooling. Preliminary evidence suggests that homeschooling students perform as well as or better than traditionally schooled students in academic performance and socio-emotional functioning. Hennessy and Mariotti (2021) demonstrated motivations and experiences of children receiving homeschooling through interviews with children, parents, and teachers, while Valiente et al. (2022) proposed methods for a more comprehensive understanding of homeschooling students' academic and social experiences.

Apple (2020) and Ray (2021) reviewed the history of homeschooling and its impact on learner outcomes, emphasizing that homeschooling is often associated with positive learner outcomes. Apple (2020) explored the reasons for the surge in homeschooling numbers post-pandemic from a historical perspective and ideological standpoint. Ray (2021) briefly summarized research on learner outcomes in the modern homeschooling movement over the past forty years and discussed whether educators should promote homeschooling. Research indicates that homeschooling is often

associated with positive learner outcomes. In terms of academic achievement, social, emotional, and psychological development, and adult success (including attending college), homeschooled individuals generally outperform their peers in institutional schools. Jolly and Matthews (2018) reexamined Van Galen's original binary classification to revisit the conceptual framework of homeschooling. This framework better reflects the content and learning approaches adopted by contemporary homeschooling families. Abuzandah (2020), Permoser and Stoeckl (2021), Kolenc (2021), among others, further explored the impact of homeschooling on students' social lives and the global education movement. Purwaningsih and Fauziah (2020) presented reasons why parents choose homeschooling, emphasizing their desire to provide more personalized and supportive education. Abuzandah (2020) delved into the impact of homeschooling on the social lives of homeschooled children. The study used Lev Vygotsky and Jean Piaget's learning theories to explain the foundation of homeschooling in children's social development. The methodology of the study involved a multiple-case study of 12 participants, half of whom were currently homeschooled students, and the other half were parent-teachers. Qualitative data were obtained through semi-structured interviews. The study found that homeschooling generally enables children to acquire good morals and values, which are crucial for social interactions. The research suggests that to promote children's cognitive development, they need some time for physical interaction with peers, albeit in a controlled environment under parental supervision. The study suggests that homeschooling can enhance children's social skills provided parent-teachers adopt necessary teaching methods to facilitate constructive social interaction with peers.

Purwaningsih and Fauziah (2020) found that homeschooling parents choose homeschooling because they desire to provide education that supports their children's abilities in their respective fields. Additionally, due to distrust in formal schools and the desire to provide religious education, among other factors. Through homeschooling,

children and parent-teachers communicate learning together, supporting children's talents and interests. The selected curriculum adjusts to the reference standards of Indonesian education but is flexibly managed based on children's autonomy. Homeschooled children study materials required for government-recognized diploma exams and can be used to pursue higher education. Homeschooled children also have more opportunities to explore and develop their potential based on each child's unique intelligence and learning style. The flexibility in deciding study time and materials helps cultivate children's independence and sense of responsibility for their learning tasks. Education encompasses cognitive, emotional, and psychological domains, thus the homeschooling model provides parent-teachers and families with the flexibility to tailor education to individual children. Martin-Chang and Levesque (2021) pointed out that for families, deciding whether to educate their children in traditional classroom environments or at home can be challenging. Therefore, a key factor in promoting academic success is a structured approach that intertwines high levels of parental involvement and guided instructional teaching in meaningful learning experiences. Khakim (2021) studied the homeschooling situation in Kazakhstan, exploring the factors influencing parents' decisions to homeschool and the challenges they face. The study involved interviews with 30 homeschooling parents. The findings revealed that the main reasons for homeschooling were dissatisfaction with the quality of traditional education, the desire for personalized education, and concerns about the negative influence of school environments. Challenges included difficulties in organizing educational processes, limited access to educational resources, and socialization issues. The study concluded that despite challenges, homeschooling can be an effective form of education if parents receive appropriate support and guidance.

Krefting and Krefting (2017) found that the primary motivations for homeschooling were related to concerns about school environment, dissatisfaction with academic instruction, and a desire for personalized education. These motivations were

consistent across various studies, indicating common themes among homeschooling families. The study also highlighted the importance of parental involvement and the influence of religious beliefs on the decision to homeschool. Krefting and Krefting identified three primary motivations for homeschooling: dissatisfaction with the school environment, desire for personalized education, and concerns about academic instruction. These motivations were consistent across various studies, indicating common themes among homeschooling families. Additionally, parental involvement and religious beliefs were significant factors influencing the decision to homeschool. In summary, this chapter provides an overview of the contributions of different national homeschooling movements in various aspects, including history, current practices, critiques, and socio-emotional learning. It synthesizes existing literature to formulate research questions and specify the focus of the research. Through a thorough examination of academic journals, newspaper articles, and state and local homeschooling regulations, this chapter validates or challenges the findings of conducted interviews. It delves into the historical development of homeschooling as a social movement and provides insights into contemporary homeschooling practices. By applying ecosystem theory and socio-emotional capability to homeschooling, this chapter views homeschooling as a microcosm of the ecosystem, where various internal and external factors interact. It emphasizes the importance of socio-emotional capabilities in homeschooling and highlights the positive impact of homeschooling on academic achievement and social development. Additionally, this chapter explores the motivations behind homeschooling decisions and the challenges homeschooling families face. It concludes that homeschooling can be an effective form of education if parents receive appropriate support and guidance.

2.1.2 The Definition of Homeschooling

The concept of homeschooling has various definitions, but it can be defined as follows: Students receive education not in traditional schools but at home, with parents or instructors being the primary educators (Dwyer, 2022). A commonly used simple definition is "education provided by parents or guardians at home to school-age children, including imparting knowledge, developing abilities, and cultivating good behavioral habits and psychological qualities" (Gaither, 2009, p. 23). This educational approach originated in countries such as Europe and the United States as a critique of institutionalized schooling. The concept of homeschooling has been subject to various definitions by numerous scholars. Specifically, American scholar Mayberry (1988) defines it as follows: "Homeschooling refers to the primary location of teaching and learning being the home, with parents serving as instructors or supervisors, at least one learner being the child of the instructor, and the learner being of kindergarten to high school age." This definition categorizes homeschooling as encompassing K-12 students, with definitions based on the roles of the instructor, learner, and educational setting.

Another American scholar, Aiex (1994), views homeschooling as "a systematic curriculum implemented by guardians or hired private tutors within the household, which runs parallel and complements school education as an alternative educational form" (p.73). This definition compares homeschooling to school education and categorizes it as an instructional organizational form that differs in its implementation approach. Based on the aforementioned, the researcher has defined homeschooling as follows: it involves departing from formal school education during the foundational education stage and selecting the educational setting based on individual preferences, with the primary emphasis on the home environment. It operates on educational principles and practices that differ from those within the school system, constituting an educational organizational form that engages in relevant educational activities. The

ultimate educational objective of homeschooling is to foster comprehensive development in knowledge, skills, emotions, and volition among children of appropriate age.

2.2 The Scholarly Empirical Literature of Homeschooling

Scholars in the past have extensively contributed to the field of homeschooling through academic reports, papers, and monographs, resulting in a substantial accumulation of research materials and data. A search using the keyword "homeschooling" in the academic search column of Google generates approximately 43,500 relevant research outcomes. Moreover, when querying the ERIC database with the term "homeschooling," 525 pertinent papers can be accessed. Additionally, research divisions affiliated with the U.S. Department of Education, alongside privately established professional organizations, consistently release research survey reports on the current progress of homeschooling. Noteworthy and authoritative sources of data and findings include the National Center for Education Statistics (NCES) and the National Home Education Research Institute (NHERI). These research materials and data provide invaluable insights and contribute to the research landscape. Homeschooling, also known as home education, is an educational approach where parents or guardians choose to educate their children at home instead of sending them to a traditional school. The concept of homeschooling has been studied by researchers from various fields, including education, psychology, and sociology. Here are some key findings and perspectives from researchers:

2.2.1 Academic Achievement

Several studies have explored the academic performance of homeschooled children. Research by Ray (2001, 2013, 2017, 2020) conducted extensive studies on

homeschooling. His research suggests that homeschooled students generally perform above average academically and exhibit positive social and emotional development. He found that homeschoolers tend to score higher on standardized tests compared to their publicly schooled peers. Rudner (1999) a prominent researcher in the field of homeschooling, has also contributed significant findings regarding the academic outcomes of homeschooled children. In a comprehensive study, Rudner conducted a large-scale comparison of academic performance between home schoolers and students attending public schools. The study encompassed over 20,000 homeschooled students from all 50 U.S. states. Rudner's findings reveal that homeschoolers consistently achieve above-average scores on standardized achievement tests and exhibit strong performance in college. Kunzman and Gaither (2013) explored the outcomes of homeschooling in terms of college admission and employment. They found that homeschoolers are often successful in gaining admission to colleges and universities and tend to perform well academically at the postsecondary level. However, it is important to note that research on this topic has yielded mixed results, with some studies suggesting no significant difference in academic outcomes between homeschooled and traditionally schooled children.

2.2.2 Socialization

One concern often raised about homeschooling is the social development of children. While critics argue that homeschooled children may lack social interaction, studies by Medlin (2000, 2013) conducted a meta-analysis of existing homeschooling research. His analysis showed that homeschooled students tend to have high academic achievement, positive socialization skills, and healthy psychological development mean. She also found that homeschooling can provide a more personalized and flexible learning environment. Medlin (2013) and Kunzman and Gaither (2013) suggest that homeschooled children often have higher levels of socialization and fewer social-

emotional problems compared to their peers. They tend to engage in various social activities, including community groups, sports teams, and co-operative learning programs. Green-Hennessy (2014) examined the socialization experiences of homeschoolers. Her research indicated that homeschooled children often participate in various social activities, such as sports teams, community organizations, and homeschooling cooperatives. Green-Hennessy and Mariotti (2021) proved that homeschooling can offer diverse socialization opportunities and promote positive social development.

2.2.3 Parental Involvement

Homeschooling requires a significant commitment from parents or guardians who take on the role of educators. Research by McCabe, Beláňová, and Machovcová (2021) and Kunzman (2009) emphasizes the positive impact of parental involvement on the educational outcomes of homeschooled children. Parents can tailor the curriculum to suit their child's individual needs, provide personalized attention, and create a conducive learning environment.

2.2.4 Motivation and Engagement

Kunzman (2009) studied the motivations and experiences of homeschooling families. Kunzman revealed that parents choose homeschooling for various reasons, including concerns about the school environment, dissatisfaction with academic intuition, and a desire to provide religious or moral instruction. Some studies have examined the motivation and engagement levels of homeschooled children. Research by Taylor (2000) found that homeschooling allows for more flexibility in learning approaches, enabling children to pursue their interests and passions. This personalized approach to education can enhance intrinsic motivation and engagement in the learning

process. Gaither (2009) is a sociologist who has studied the history and motivations behind homeschooling. His research examines the different reasons why families choose homeschooling, including religious beliefs, dissatisfaction with traditional schooling, and concerns about the school environment. Gaither's work highlights the diversity within the homeschooling movement and the multiple factors that influence families' decisions to homeschool.

2.2.5 Challenges and Concerns

Apple (2000) has offered a critical perspective on homeschooling. He raises concerns about the potential for homeschooling to perpetuate social inequalities, as families with more resources and education may be better equipped to provide a high-quality education at home. Apple emphasizes the importance of ensuring that all children have access to equitable educational opportunities. Researchers have also identified potential challenges and concerns associated with homeschooling. These include the need for parents to have sufficient time, resources, and knowledge to effectively educate their children, potential isolation from diverse perspectives, limited access to extracurricular activities, and the lack of external accountability and assessment measures.

2.2.6 Stereotypes and Criticisms

Ray (2001, 2017) argues that homeschool parents are selfish for choosing home education for their children. Similarly, there is a prevailing belief that there is a lack of scientific evidence on the effectiveness of homeschooling (Dreyer, 2017). Researchers contend that there is insufficient empirical evidence to support claims that homeschooling surpasses traditional schooling. Some individuals harbor enduring stereotypes associating homeschoolers primarily with fanatical and overly conservative

Christians. However, it is important to note that these traits are found only among a minority of homeschooling families. Due to these stereotypes and criticisms, certain segments of society may still harbor discomfort towards homeschooling.

2.2.7 Personalized Learning

Personalized learning in homeschooling is an educational approach that emphasizes tailoring education to each child's unique needs and learning style. This method aims to cater to individual academic levels, interests, and learning paces, enabling them to develop their full potential comprehensively. According to Basham's research in 2018, this educational approach grants parents' greater flexibility and control, allowing them to adjust curriculum and teaching methods based on their child's learning needs (Murphy, Redding, & Twyman, 2016). For instance, in a case study, a homeschooled child showed a strong interest in natural science, and their parent was able to design a specialized science curriculum, including experiments and observations, thus igniting their enthusiasm for science. Furthermore, it emphasizes that, compared to traditional education, personalized learning is more effective at stimulating children's interest and motivation to learn (Ray, 2017). For example, another homeschooled student, owing to the flexibility of personalized learning, was better able to explore their interests during their studies, which sparked a deep interest in history and literature, ultimately leading to outstanding achievements in these fields.

Personalized learning in homeschooling not only focuses on academic knowledge but also encompasses the development of social and emotional skills, practical abilities, and creative thinking. Through this educational approach, homeschooling families can better meet their children's learning needs, assisting them in achieving greater success both personally and academically. These case studies demonstrate that personalized learning in homeschooling can provide children with

more effective and enjoyable learning experiences, helping them fully realize their potential.

2.2.8 Diversity of Education Resources

Homeschooling offers a diversity of educational resources, playing a pivotal role in the success of home-based education. Research indicates that families can freely select and tailor materials based on their children's needs, ranging from educational apps and online learning platforms to library resources. This diversity of resources makes homeschooling a flexible educational choice (Medlin, 2000). Additionally, families can make full use of local community resources, such as museums, parks, and social groups, to enrich their children's learning experiences. However, this diversity also comes with certain challenges. Firstly, the variety of resources demands parents to invest more time and effort in planning and managing their educational programs. Secondly, families must ensure that the selected resources align with school curriculum standards to ensure their children receive adequate academic preparation (Sheng, 2014). Lastly, families must continually adapt to their children's evolving learning needs, which may necessitate ongoing adjustments to materials and resources. In summary, the diversity of resources makes homeschooling a creative and personalized educational choice but also requires parents to exert additional effort and attention in resource selection and management. Through sound planning and resource management, families can maximize the benefits of diverse resources to support their children's learning and growth.

2.3 Homeschooling Methods and Practice

Homeschooling refers to the education of children at home, typically undertaken by parents or tutors, as an alternative to traditional public or private

schooling. It grants parents primary responsibility for their child's education. Over the past eight decades, homeschooling has emerged as a significant social movement in the United States (Stevens, 2009.). However, discussions surrounding homeschooling often assume a singular form of education. In reality, homeschooling can be implemented in various ways. Some parents opt to design their own curriculum, while others may choose pre-established programs or online courses (Cheng & Hamlin, 2023). The flexible nature of homeschooling enables customization based on the child's individual needs, interests, and learning style. The specific approach to homeschooling may vary depending on the circumstances and preferences of each family.

2.3.1 Homeschooling Paradigm

There are various approaches to homeschooling, each offering a different educational philosophy and method. Here are some common types of homeschooling: Structured Homeschooling (Neuman & Guterman, 2016): This approach follows a traditional academic curriculum similar to what is taught in conventional schools. Parents use textbooks, workbooks, and other educational resources to cover subjects such as math, science, history, and language arts. They often follow a set schedule and adhere to specific grade-level expectations. Unschooling (Greer, 2006; Mills, 2009): Also known as child-led or natural learning, unschooling emphasizes the child's interests and passions. The focus is on providing an environment rich in resources and opportunities for exploration. Children are encouraged to learn through self-directed activities, following their curiosity and pursuing subjects that interest them. Unschooling promotes learning through real-life experiences rather than formal lessons. Charlotte Mason Method (Mason & Laurio, 2005): This approach is inspired by the educational philosophy of Charlotte Mason, an educator from the late 19th and early 20th centuries. It

emphasizes a literature-based curriculum, nature study, art, and hands-on learning. The Charlotte Mason method emphasizes the formation of good habits, living books, narration, and short lessons. Classical Education (Sherfinski, 2014): Based on the ancient Greek and Roman educational model, classical education focuses on the liberal arts and a systematic approach to learning. It is divided into three stages: the grammar stage (focuses on acquiring basic facts and language skills), the logic stage (develops critical thinking and reasoning abilities), and the rhetoric stage (emphasizes persuasive communication and advanced writing skills). Montessori Method (Chistolini, 2008): Developed by Maria Montessori, this method encourages hands-on learning, self-directed activities, and independent exploration. It emphasizes the importance of a prepared environment and uses specialized Montessori materials to facilitate learning. The Montessori method focuses on the development of the whole child, including intellectual, social, emotional, and physical aspects.

Online Homeschooling (Zhao et al., 2020): With the advent of technology, online homeschooling has become increasingly popular. It involves using digital resources, online courses, virtual classrooms, and interactive platforms to deliver instruction. Online homeschooling provides access to a wide range of educational materials and allows for flexibility in scheduling and pacing. Eclectic Homeschooling (McKeon, 2007): Eclectic homeschooling refers to a flexible and personalized approach that combines elements from various educational philosophies and methods. Parents tailor the curriculum and learning resources to meet the specific needs and interests of their child. They may choose different approaches for different subjects or adapt their methods as the child's needs change over time. It's important to note that these types of homeschooling are not mutually exclusive, and many homeschooling families incorporate elements from multiple approaches to create a customized educational experience for their children.

2.3.2 Practice of Homeschooling

Single-family education (Chen, 2008) refers to homeschooling, where a child's education is primarily conducted within the family unit. In this educational approach, parents or guardians take on the responsibility of teaching their children at home, rather than sending them to a traditional school. Group homeschooling management (Chansaengsee, Peungposop & Junprasert, 2017), where families come together to provide homeschool education while maintaining separate education arrangements within their homes, is a collaborative and flexible approach to homeschooling. It allows families to share resources, expertise, and socialization opportunities while still maintaining individualized educational programs.

Centralized homeschooling (OECD/UNESCO, 2016) is a system in which homeschooling is organized and supervised by a central authority, often a government or educational institution. This model involves families establishing learning centers, which can be either individual family learning centers or collective family group learning centers, with family members assuming administrative committee roles in a non-profit capacity. Under this approach, families who opt for homeschooling are obliged to adhere to a prescribed curriculum and guidelines set forth by the central authority. The educational arrangements entail parents assuming the responsibility of coordinating teaching courses in collaboration with a school. Together, parents and the school collectively evaluate students' progress and issue certificates. Supportive learning materials are employed, and shared venues for activities are utilized. Furthermore, homeschoolers have the opportunity to partake in specific activities, including field trips, alongside their counterparts who attend traditional schools.

2.4 Why Parents Decide to Homeschool?

Research indicates that in the past decade, cultural and religious factors have been the primary motivations for individuals to choose homeschooling as an alternative form of education. Essentially, parents opt for homeschooling to provide their children with a secure educational environment (Ahi & Sengil-Akar, 2020; Carlson, 2020; Conner & Brown, 2016). Dissatisfaction with the current academic system emerges as a significant motive (Engchun, Sungtong, & Haruthaithanasan, 2018; Holt & Farenga, 2003), and religion also serves as a fundamental basis for homeschooling (Maranto, 2020; Sheng, 2018). However, the motivations behind modern parents' decisions to homeschool cannot be simplified solely to religious factors.



Figure 2.1 The reasons why Chinese individuals choose homeschooling.

Source: Ahi & Sengil-Akar, 2020

The reasons cited by parents for choosing homeschooling cover a broad spectrum, but one consistent theme is apparent: dissatisfaction with the primary and secondary education system. According to the National Center for Education Statistics (2019), a significant majority of parents, up to 80.3%, expressed concerns about the safety of the learning environment as their primary motivation for homeschooling. With the increasing incidence of school shootings and peer-related crimes, an increasing number of parents are choosing to educate their children within the safety of their own homes.

Approximately 72.6% of parents cited inadequate academic quality as the primary reason for homeschooling, while 58.9% made the decision to incorporate religious instruction into their curriculum. An additional 23.1% mentioned special needs as a factor influencing their choice to homeschool, with 15.6% of parents indicating that their child has physical or mental health issues. Furthermore, 34.8% of parents mentioned various miscellaneous reasons, such as the child being below school age, traffic congestion, and lower costs compared to public schools, among others. Through a comprehensive analysis of the literature, it becomes evident that parents primarily focus on academic achievements while neglecting the cultivation of character and interests, as well as the recognition of individual differences among students. Therefore, the main motivation for Chinese parents to opt for homeschooling lies in their dissatisfaction with the current state of school education. Parents frequently highlight the schools' emphasis on intellectual development, performance enhancement, and college admission rates, while undermining the importance of moral education. In a uniform, large-class teaching environment prevalent across all schools, it becomes challenging to cater to the needs of every student and provide personalized instruction. This narrow focus on examination results disregards the holistic development of students' qualities.



Figure 2.2 Reasons for Homeschooling.

Source: National Center for Education Statistics, 2020

2.5 Homeschooling in China

2.5.1 China Education Policy

In 2017, a mere 0.0003% of Chinese primary and secondary school students, equivalent to approximately 50,000 individuals, were reported to have considered homeschooling, with a significantly smaller subset of 6,000 individuals actually

practicing it (Wang, 2019). Sheng (2018) mentioned that “The Compulsory Education Law of the People’s Republic of China was adopted at the Fourth Session of the Sixth National People’s Congress on April 12, 1986. This Law was amended at the 22nd Session of the Standing Committee of the Tenth National People’s Congress on June 29, 2006, and became effective as of September 1, 2006. The Law of 2006 described the purpose of implementing the compulsory education policy as follows: “For the purpose of guaranteeing the right to compulsory education of school age children and adolescents, ensuring the implementation of the compulsory education policy and enhancing the quality of the whole nation, this Law was hereby formulated in accordance with the Constitution and the Education Law of the People’s Republic of China.

“Article 11” of the Chinese Compulsory Education Law (The People’s Republic of China, 2023) clearly stipulates that "parents or other legal guardians of children who have reached the age of six shall send them to school to receive and complete compulsory education. In areas where conditions are not met, children may defer entry until the age of seven. Parents or other legal guardians of eligible children and adolescents who need to delay or suspend their schooling due to health conditions shall submit an application, which shall be approved by the local township or county-level education administrative department". Based on this, it is evident that receiving compulsory education is a legal obligation for every eligible child and adolescent, and enrollment is the only lawful means of fulfilling this obligation. This implies that parents must unconditionally send eligible children and adolescents to public or private schools for education (The People’s Republic of China, 2023). Furthermore, according to legal provisions, the only legitimate exception to exempting the obligation to enroll can be granted based on "health conditions," and it must be requested by parents and formally approved by the educational authority. Only then can the obligation to enroll be waived. Clearly, homeschooling is an illegal act, which consequently leads to its existence only

in a "gray" area. Moreover, more importantly, if homeschooling were to be legalized, it would significantly impact the compulsory education system, resulting in uncontrollable and sharply increased risks.

2.5.2 Homeschooling Trends in China

The phenomenon of homeschooling in China remains relatively understudied by domestic and international researchers. This is primarily due to the fact that homeschooling is chosen by only a small minority in China (Sheng, 2019). In recent years, an increasing number of parents have expressed dissatisfaction with the teaching activities organized by schools, leading them to choose home education for their children instead of traditional schooling. From the perspective of these parents, the standardized nature of the school education system hinders its ability to adequately meet the individualized developmental needs of children in terms of curriculum content, teaching methods, instructional effectiveness, and evaluation.

Due to a lack of trust in the school system, these parents have opted for homeschooling, taking on the responsibility of educating their children themselves. As a result, homeschooling tends to be reported in the form of news articles, with limited in-depth research conducted from an educational perspective. Examples of such news articles include "Eight-Year-Old Girl Quits School and Becomes an Outstanding Full-Time Housewife," "The Daughter of a Ph.D. Teacher: Aim to Obtain a Ph.D. Degree by the Age of 21," "Zheng Yuanjie's Parenting," and "Guo Qilin Quits School to Learn Crosstalk," among others. However, there are also numerous examples of failures in homeschooling, such as the "Li Jingci Homeschooling Case," among others. The top three provinces and cities for homeschooling, in order, are Guangdong, Zhejiang, and Beijing, all located in the eastern region. This may be attributed to the higher economic and cultural levels in the eastern region and a more open-minded public attitude toward

education. Among them, Guangdong Province, as a forefront of openness to the outside world, enjoys a better social and educational environment, with the highest number of homeschoolers reaching as many as 1,459.



Figure 2.3 Distribution of homeschooling population in various provinces and cities in China.

Source: 21st Century Research Institution, 2022

2.5.3 Statistical Analysis of Existing Literature

In the China National Knowledge Infrastructure (CNKI) database, researchers set the search range from 2008 to 2023 and conducted a systematic selection of literature on homeschooling, homeschooling curricula, socialization of homeschooled children, and the family school concept. Non-academic articles from newspapers, conferences, interviews, and other sources were excluded, resulting in a final selection of 34 relevant academic papers, including 12 master's theses and 22 journal articles. The analysis of these academic research findings revealed that domestic scholars have mainly focused on the historical backgrounds of homeschooling, the curriculum of homeschooling instruction, socialization issues, legalization concerns, policies, and institutional aspects related to homeschooling. The researcher has categorized and organized these findings, presenting them in the table below:

The researcher conducted an extensive review of the existing literature on homeschooling through the resources available on the China National Knowledge Infrastructure (CNKI). The purpose of this literature review was to categorize and analyze research articles related to homeschooling in China. This categorization revealed two primary categories within the scholarly discourse. The first category encompasses studies that delve into the foundational theories of homeschooling and the historical development of homeschooling in the Chinese context. These articles provide insights into the theoretical underpinnings of home-based education and trace the historical trajectory of homeschooling practices in China. The second category of research articles focuses on practical aspects of homeschooling, encompassing areas such as reasons and motivations for choosing homeschooling, case studies exploring individual homeschooling experiences, curriculum-related research, policy analysis in the context of homeschooling, investigations into the challenges and dilemmas encountered in the homeschooling environment, and comparative studies between

homeschooling practices in China and the United States. This systematic categorization not only aids in organizing the existing literature but also serves as a foundational framework for my own research on homeschooling in the Chinese context. By dissecting the research landscape into these two broad categories, I aim to identify knowledge gaps, potential areas for further investigation, and contribute to the scholarly discourse on homeschooling, thereby enhancing our understanding of this evolving educational phenomenon in China.

Table 2.1 Previous research of homeschooling in China

Research Dimension Type	Representative Research Results
Basic Theoretical Research Historical Background & Development History	1. 40 Years of "Unschooling" Education: From Reform Ideal to Educational Practice (Wang, 2019). 2. Study On Modern Private School Education (Tu, 2014). 3. Institutional Economic Analysis of Homeschooling (Guo, 2016). 4. The Phenomenon of "Homeschooling" from the Perspective of Educational Anthropology (Ren & Zhang, 2015). 5. The Enlightenment of the American "Homeschooling" Phenomenon (Yu, 2018).

Table 2.1 Previous research of homeschooling in China (Continued)

		6. Escape and Return “Home schooling” should be Complementary to School Education (Duan, 2015). 7. The Essence of Chinese “Home schooling” A comparative analysis perspective (Chen & Tan, 2016).
Practical Research	Cause and Motivation Research	8. From Translating to Exploring: Focus of Homeschooling Study in China (Kang, 2017). 9. The Booming and Challenges of Chinese Home-schooling (Chen, Chen, D., & Xu, 2016). 10. Dance Under The Shackles: The Educational Phenomenon of Parents Choosing Modern Private Schools (Yang, 2019). 11. Research on the Media Paradox Environment of Homeschooling in China—An Empirical Study Based on CNKi Newspaper Database (Yu, 2019).

Table 2.1 Previous research of homeschooling in China (Continued)

		12. The Study of China “Homeschooling ” Phenomenon (Liu, 2013). 13. Home Schooling: the Resistance And Reflection of the Institutional School Education (Liu, 2013).
	Social Skill	14. Homeschooling" is not advisable to affect children's social development (Feng, 2014). 15. The problem research on the home-schooling children socialization – A case study on Xiaoyi Yuan (Wu, 2015). 16. Homeschooling in Singaporean Chinese families: beyond pedagogues and ideologues (Tan, 2020). 17. Learning with mothers: A study of home schooling in China (Sheng, 2014).
	Case Studies and Homeschooling Course	18. Research on the curriculum construction of "homeschooling" and children's socialization development (Ye, 2021).

Table 2.1 Previous research of homeschooling in China (Continued)

		19. A Study on Sinology of Homeschooling — —Based on the Family in Ningbo (Zhu, 2017). 20. Dali “vegetable education community” the homeschooling case study (Xia, 2017). 21. Keeping Watching outside the System: Educational predicament of Chinese- styled Homeschooling – A Case Study of R School in Beijing (Ren, 2015). 22. A Study on the phenomenon of “Homeschooling” among primary school students—case study named on Six families’ children studying at home (Xu, 2019). 23. Why Ding-ding Chose Home-schooling? — On the Alienation of Education (Chen, 2008).
	Related Policy Research	24. Three Coordination”: The Key to the Legalization of Homeschooling (Duan, 2017).

Table 2.1 Previous research of homeschooling in China (Continued)

		25. Between Reasonable and Unlawful: The Dilemma of Home Schooling (Du, 2017). 26. On the Legitimation Premises of Homeschooling (Duan, 2018). 27. Discussion on the legitimacy and normative management of homeschooling in China (Xie, 2016). 28. Policy Deficiency and Countermeasures for Quality Assurance of Homeschooling Education in China (Zhu & Wang, 2016) 29. Reflections on Legalized Homeschooling in Taiwan, China (Qing & Su, 2017) 30. Homeschooling; Towards Personalized Educational Equality (Wu & Chen, 2017). 31. Analysis of the Legitimacy and Legitimacy of Homeschooling Right (Ling, 2016).
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Table 2.1 Previous research of homeschooling in China (Continued)

	Study on Dilemma and Countermeasures	32. The Dilemma and Countermeasures of "Homeschooling" in China: Experience from the United States (Lu, 2014). 33. Challenges of "Home Schooling" from the Perspective of International Comparison (Xu & Deng, 2017).
	Comparative Studies between China and the United States	34. On the Differences of Homeschooling in China and America (Zheng, 2017). 35. In-Depth Analysis of Homeschooling in China: A Comparative Perspective from China and the United States (He, 2021). 36. A Comparative Study on the Phenomenon of "Homeschooling" in Compulsory Education in China and the United States (Li, 2017).

Source: Researcher

Based on previous literature, the author found that there are numerous cases of homeschooling in regions such as Beijing, Shanghai, Guangdong, Zhejiang, Jiangsu, Yunnan, and others. These cases are prominent in first-tier major cities, but there are also significant numbers of practitioners in second and third-tier cities. In terms of socioeconomic distribution, homeschooling practitioners include not only highly educated professionals and government officials but also ordinary teachers. Furthermore,

from the aforementioned literature, it is evident that examinations themselves were created as tools to serve the goals of educational practice within the historical and present context of the education system. However, examinations are not the ideal pursuit of education.

In China, examinations and the associated college entrance exams have become a dominant force that guides, controls, and even dominates educational practices, surpassing the school system itself, administrative control, and societal systems and ideologies. This influence extends beyond institutionalized systems to become a form of informal mass culture, shaping collective ideas and behaviors.

2.5.4 The Voice of Chinese Educators

Within these scholars' viewpoints, it is observed that most professors are against homeschooling. For instance, Hong (2014) expresses, "I feel that this method is not quite suitable because school education should be a vital pathway in a child's growth process, especially during the foundational stages of education. This stage should not be simplified into 'homeschooling'." Some Chinese experts believe that homeschooling can only exist as an individualized approach, catering to specific groups such as exceptionally gifted children or those with distinct personalities or other issues who may not thrive in a conventional, standardized school environment. They can choose homeschooling as an alternative to continue receiving an education.

In addition to challenging the validity of homeschooling from a scientific standpoint, opponents also criticize homeschooling from the perspective of children's socialization. The core of these criticisms lies in whether homeschooled children, of appropriate age, can develop mainstream values and acquire basic social norms through homeschooling. Some even categorically state that while school education has the

inherent deficiency of neglecting individual development, homeschooling also has inherent concerns regarding social development. The China Homeschooling Survey Report (2017) shows that 56.1% of the general public believes that homeschooled children have “poor” or “below-average” social skills compared to students attending traditional schools, indicating societal concerns about the socialization of homeschooled children.

Unfortunately, homeschooling practices further fuel public anxieties as some children who receive homeschooling exhibit characteristics of isolation, difficulties in social interaction, and struggles to integrate with peers. In reality, current homeschooling practices are typical examples of "isolated" education, where eligible children are confined and self-contained, lacking communication and interaction with peers. Homeschooling itself is already criticized for its social deficiencies, and the isolationist educational approach further amplifies the socialization shortcomings of homeschooled children.

"A child's growth needs to occur within a collective environment, which is indispensable for both intellectual development and physical maturity. Moreover, with the development of modern society, people are increasingly aware of the importance of teamwork, and decision-making tends to favor collaborative efforts. However, children receiving education at home lack this influence and learning," Zheng (2014).

They continue, stating, "Children who are shielded from adverse information by their parents may know right from wrong through their parents' guidance. However, if children do not practically experience and encounter such information, their immunity to negative influences will be weak" (West, 2009). At the same time, homeschooling cases in mainland China largely consist of individual efforts by parents. There is a lack

of experience sharing and cooperative negotiation among parents, and professional websites and service organizations are also underdeveloped. Access to school resources and professional guidance is practically non-existent. Clearly, the isolated teaching environment and lack of support systems not only hinder the collaborative efforts of multiple stakeholders in education but also significantly diminish the effectiveness of homeschooling. In addition, some researchers from China conducted a questionnaire survey to investigate relevant issues related to homeschooling in China. The survey indicated that the concept of homeschooling is gradually being accepted by a portion of Chinese parents. For Chinese homeschooling parents, public education is a massive experiment in failure. Parents may choose to homeschool their kids for various reasons, such as personal educational philosophies, financial circumstances, health risks, and so on.

Meng (2018) proposed that homeschooling is a phenomenon that emerges at a certain stage of social development. It is a social movement and also a sign of educational progress in China. Given the unique national conditions in China, the lack of in-depth research on homeschooling students, and the limited experience of Chinese parents in home-based education, the urgent task at present is to understand the experiences of Chinese parents in home learning. However, whether conducted by foreign or domestic researchers, and whether focusing on homeschooling phenomena abroad or in China, most studies tend to emphasize achieving the functions of family education and re-establishing the values of family education. In contrast, this study focuses on examining the experiences of home learning and revealing the role of social-emotional competence learning in promoting homeschooling parents.

2.6 Homeschooling in Thailand

2.6.1 Thailand's Homeschooling Education Policy

The education system in Thailand comprises formal, non-formal, and informal education, allowing learners to transfer credits across different educational platforms (Constitution of the Kingdom of Thailand B.E 2540 (1997), 2023). Traditional basic education consists of three levels: one year of school, five years of elementary school, and six years of secondary education. Additionally, Thailand offers vocational education, which begins at the upper high school level and lasts for three years. Upon completion of secondary education, students can choose to continue their studies at colleges/universities or acquire vocational skills. Moreover, Thailand provides non-formal and informal education, which is less structured and aims to promote lifelong learning and enhance literacy among out-of-school and disadvantaged individuals (Arphattananon, 2018; OECD/UNESCO, 2016). Within this framework, the Thai education system supports alternative forms of schooling, empowering parents to take responsibility for their children's education (Pedragosa & Katenga, 2022). Homeschooling has emerged as a novel alternative in the Thai educational landscape.

The Ministry of Education in Thailand regulates homeschooling. The legalization of homeschooling occurred in 1992, and in 2004, a law was enacted to grant families the permission to homeschool. In 1999, the Ministry of Education implemented an "educational reform experiment" called the "Home School" system, where families assumed the role of educating their children. Parents are required to apply for permission to homeschool and undergo an annual assessment. The Constitution of the Kingdom of Thailand B.E. 2540 (1997), Section 4, highlights the principles of human dignity, liberty, and equality for the protection of the people's rights and freedom. Constitution of the Kingdom of Thailand, B.E. 2550 (2007), (2023), Sections 49 and 50 declare that the

state shall protect and promote education provided by professional organizations or the private sector, alternative education by the people, self-tuition, and lifelong learning. Academic freedom is ensured for all individuals, and education, training, learning, teaching, research, and the dissemination of research based on these principles are safeguarded (Phakdisorawit, 2021).

These principles align with the educational reform mentioned in the National Education Act B.E. 2542 and subsequent amendments (Engchun, Sungtong, & Haruthaithanasan, 2018). The policy emphasizes child-centered learning experiences and recognizes the central role of family and culture in the learning process. Since the legalization of homeschooling, an increasing number of families have chosen this formal education alternative to meet the educational needs of their children (Chansaengsee et al., 2017).

2.6.2 Method of Implementation

Parents are required to register their intent to homeschool with the local district office (Amphoe or Khet) or the Provincial Administrative Organization (PAO). This registration process involves submitting a letter explaining the reasons for homeschooling and providing details about the curriculum and teaching methods to be utilized. Registration with the Educational Service Area Office (ESAO) is mandatory, and the ESAO ensures the integrity of families' intentions to homeschool. Homeschooling in Thailand is governed by Ministerial Regulation No. 3 on the "right to basic education by the family" (Chansaengsee et al., 2017). The Ministry of Education mandates periodic assessment and evaluation of homeschooled students. This can be done through examinations or assessments conducted by the ministry or a qualified examiner. The evaluation process aims to ensure that homeschooled children receive a quality education that is on par with traditional schooling. Consequently,

homeschooling is emerging as an alternative and effective learning method that adheres to approved national education standards.

2.7 Theoretical Foundation

2.7.1 Bronfenbrenner's Ecological System

This thesis aims to investigate the homeschooling experience using Bronfenbrenner's Ecological System as a theoretical framework. The study examines how different layers of the ecological system, including the microsystem, mesosystem, exosystem, and macrosystem, influence the homeschooling journey of students and their families (Murphy, 2020). By understanding the interactions between these layers, the research seeks to provide valuable insights into the complexities and dynamics of homeschooling within the broader social and educational context.

2.7.1.1 Bronfenbrenner's Ecological Model

Bronfenbrenner (1979) defines the ecology of human development as the scientific study of the progressive and reciprocal adaptation between a growing human organism and its ever-changing immediate environments throughout the lifespan. The ecological systems theory has significantly contributed to understanding the contextual factors and processes involved in child development (Houston, 2017). In 2006, Bronfenbrenner revised the original ecological systems theory to the bioecological systems theory, acknowledging the active role individuals play in their own development (Rosa & Tudge, 2013). Koller, dos Santos Paludo, and de Moraes (2019) specifically applied Bronfenbrenner's theory to the context of early childhood education.

This theory proposes that child development occurs within nested levels or interrelated systems of the environment, namely the microsystem, mesosystem,

exosystem, and macrosystem (Peppler, 2017). These levels range from the immediate microsystem to the broader and more distal macrosystem, often depicted graphically as a set of concentric circles. Within this nested framework, four ecological environmental layers significantly contribute to children's holistic development.

This comprehensive perspective acknowledges various subsystems that impact development and socialization, including immediate environmental influences and relationships, genetic factors, as well as relationships and experiences of relatives or peers that individuals may not be consciously aware of (Hayes, O'toole, & Halpenny, 2017). Despite the significance of studying the effects of homeschooling, it is important to acknowledge that existing research in this area faces significant interconnected challenges.

The ecological systems theory served as an appropriate and robust theoretical framework for this study. It recognizes the multifaceted nature of the environment and the intricate interrelationships that shape a child's development. Both the environment and biology play significant roles in influencing the child's development. The environment has an impact on the child, while the child, in turn, influences the environment.

This theory emphasizes that individuals interact with various ecological contexts as part of a larger system, wherein the person acts upon the context while being reciprocally influenced by it. Importantly, these contexts are interconnected and interact with one another to varying extents.

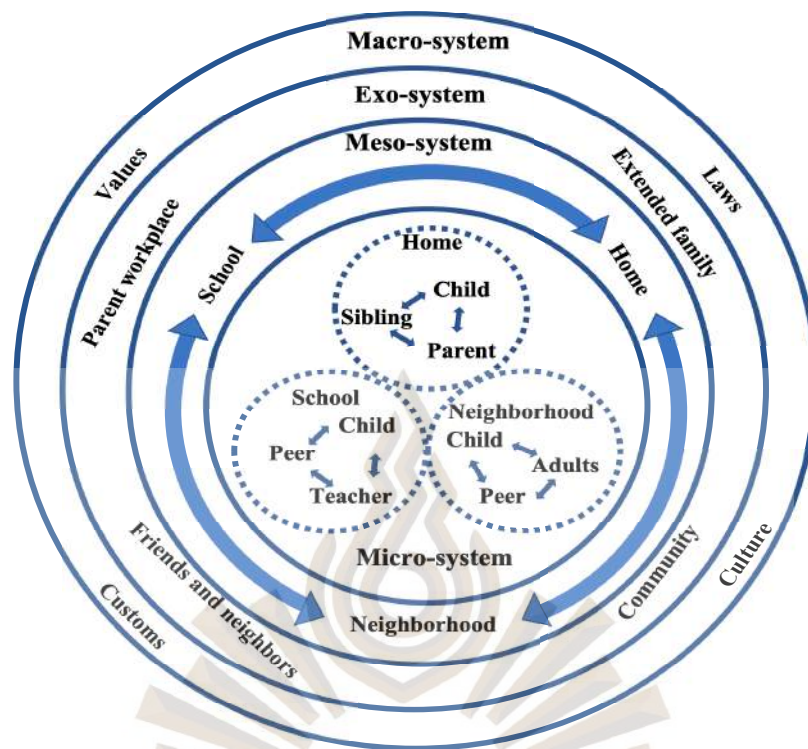


Figure 2.4 Bronfenbrenner's Ecological Model

Source: Bronfenbrenner, 1979

For a child, their world consists of five systems of interaction, each of which relies on the contextual nature of the person's life and provides a multitude of options and sources of growth, which continue to expand over time.

2.7.1.2 Microsystem

The microsystem level in homeschooling involves the immediate interactions and environments that individuals experience, primarily within the family context. Research by Bronfenbrenner (1979) emphasizes the significance of the microsystem in shaping children's development. Within this level, factors such as family support, the educational atmosphere at home, and the family's ability to plan and organize learning play a crucial role (Epstein, 2011). Additionally, the interactions and

relationships among family members, including close bonds and cooperation in learning, impact the homeschooling experience. Bronfenbrenner (1986) conceptualized the ecological environment as a nested structure, with the microsystem being the innermost level that directly influences child development. It encompasses the social relationships, actions, and roles that children experience within their unique settings (Bronfenbrenner, 1989). Children primarily spend their time within microsystems involving their families, caregivers, and peers, forming attachments and developing strong social bonds at this level. The microsystem is where children develop secure identities, acquire socialization skills, and internalize moral values.

Limited research has specifically addressed the frustrations and satisfactions experienced by parents in homeschooling (Green & Hoover-Dempsey, 2007). However, Gladin (1987) conducted significant work in this area, highlighting the challenges of balancing homemaking and teaching responsibilities in homeschool mothers. It remains unknown how these frustrations compare to those faced by mothers juggling careers and homemaking. Lois (2006) also shed light on the frustration of competence experienced by some homeschooling mothers. In summary, the microsystem level in homeschooling focuses on the immediate family environment and interactions. Understanding the support, educational climate, and dynamics within the family can provide valuable insights into the homeschooling experience. Further research is needed to explore the specific frustrations and satisfactions experienced by parents in homeschooling and to compare them with other caregiving and educational contexts.

2.7.1.3 Mesosystem

The mesosystem, the second nested structure in Bronfenbrenner's ecological systems theory, comprises the interconnectedness between two or more

microsystems that surround the individual. In the context of homeschooling, the mesosystem encompasses broader social environments such as communities, peer groups, and educational institutions (Bronfenbrenner, 1986). Examining the mesosystem level allows for an exploration of community resources, educational support systems, and the influence of social networks on student learning (Rogoff, 2003). It also considers the interactions between students and educational institutions, including online schools, teachers, and classmates, as well as the support and resources provided by these institutions. The mesosystem acts as a bridge between the microsystem and the exosystem, incorporating processes from multiple levels of development and exerting significant influence. The ecological systems within the mesosystem interact with each other, and events occurring at one level can impact other levels (Hayes et al., 2017). These interactions collectively provide meaning, structure, stimulation, and purpose for children, with their effects influenced by various factors. For example, weak relationships or the absence of necessary intimate connections within children's mesosystems can have an impact on developmental outcomes (Andersson & Johansson, 2012; Houston, 2017). In the context of homeschooling, the mesosystem represents the layer that connects the individual microsystems of families, schools, and neighborhoods, thereby playing a relevant role in understanding children's adjustment and the motivations of parents who choose homeschooling. By examining the mesosystem level, researchers can gain insights into the interplay between different social environments and their impact on homeschooling experiences. Understanding the connections between families, educational institutions, and communities can provide valuable information regarding children's adjustment, socialization, and the support systems available to homeschooling families.

2.7.1.4 Exosystem

The exosystem, as the third nested structure in ecological systems theory,

encompasses the larger societal, cultural, and political factors that indirectly impact the homeschooling experience. At this level, one can examine national education policies, the education system, and the influence of digital technologies on homeschooling, among other contextual factors (Bourdieu, 1977). The exosystem level also includes social values, cultural backgrounds, and historical factors that shape attitudes and practices related to homeschooling (Darling-Hammond & Rothman, 2011). The exosystem represents elements beyond the immediate surroundings of children but still influences their development indirectly. It includes factors such as parental workplaces, extended family, community, and neighbors (Murphy, 2020). Children's development at this level is influenced by the actions and decisions of others in their lives. For example, in the context of welfare services, social service departments can act as an exosystem for children whose parents utilize these services. Within the educational context, a parent working long hours may not be able to give sufficient attention to their children's needs, including monitoring their progress in school (Houston, 2017). The exosystem exerts an influence on the microsystem, which encompasses the immediate environments in which children interact. Indirect effects from factors in the exosystem can impact the resources, opportunities, and support available within the microsystem, thus shaping the homeschooling experience for children (Lois & Stevens, 2002). By analyzing the exosystem level, researchers can gain insights into the broader contextual factors that shape homeschooling. Understanding the impact of national policies, cultural values, and historical factors helps to elucidate the societal and structural influences on homeschooling practices. Additionally, considering the influence of the exosystem provides a more comprehensive understanding of the multiple layers of influence on homeschooling experiences.

2.7.1.5 Macrosystem

The macrosystem, the fourth and outermost nested structure in ecological

systems theory, encompasses the broader social structures and ideologies that shape the homeschooling experience. This level involves studying socioeconomic conditions, political systems, social inequalities, educational ideologies, and other overarching factors that influence homeschooling (Bornstein, 2018). The macrosystem represents the overarching set of values, norms, and beliefs that influence children's development based on religious, socioeconomic, and cultural factors within societies. The macrosystem plays a significant role in shaping development within the other systems and serves as a lens through which individuals understand and interpret their experiences (Rosa & Tudge, 2013). For example, social class is a macrosystem factor that influences the quality of education parents can afford, impacting the resources and opportunities available for homeschooling (Houston, 2017). Within the macrosystem, cultural norms, including laws, local culture, customs, and value systems, shape the context in which homeschooling takes place. These cultural factors can have a profound influence on the acceptance, regulation, and support of homeschooling practices (Bornstein, 2018).

2.7.1.6 Chronosystem

The final component of Bronfenbrenner's ecological systems theory is the chronosystem, which represents the pattern of environmental events and transitions over the life course (Houston, 2017). The chronosystem takes into account the changing socio-historical circumstances that individuals experience. These transitions can be normative, meaning they are commonly experienced by most individuals, or nonnormative disruptions caused by unexpected events, such as a sudden relocation or the loss of a family member (Bronfenbrenner, 1986). The chronosystem is crucial in understanding the dynamic nature of individuals' lives and how their development is influenced by the timing and sequence of events (Murphy, 2020). It highlights the importance of considering the temporal dimension and how individuals and their

environments evolve and change over time. By examining the chronosystem, researchers can gain a deeper understanding of how temporal factors and life transitions shape the homeschooling experience.

To fully grasp the interconnectedness of the different ecological levels, it is essential to consider how time transcends and binds them together (Bronfenbrenner, 1986). Taking into account the dynamic nature of the homeschooling experience within the context of changing socio-historical circumstances allows for a more holistic understanding of individuals and their development. As Bronfenbrenner (1979) emphasized, to truly understand human development, it is necessary to consider the entire ecological system in which growth occurs. By considering the chronosystem in the analysis of homeschooling experiences, researchers can gain insights into how temporal factors, life events, and socio-historical changes shape the development and experiences of homeschooled individuals. It allows for a comprehensive understanding of the interplay between individuals, their environments, and the temporal dynamics that influence their homeschooling journey.

2.7.2 Social-Emotional Learning

2.7.2.1 Social-emotional Competence

The social development of children is consistently highlighted as a crucial aspect of homeschooling. Piaget (Suizzo, 2000), a renowned developmental psychologist, emphasized the significant role of peer relationships in children's social competence as early as the 1930s. He argued that through cooperation and emotional resonance within these relationships, children gain a broader understanding of the social world. Maslow (Bland & DeRobertis, 2020), a humanistic psychologist, identified the need for belonging, love, and respect as fundamental human needs, which can be

fulfilled through interactions with peers. The Social Learning Theory, proposed by Bandura (1977) and supported by Tudge and Winterhoff (1993), serves as a framework that aligns with contemporary educational philosophies and practices. It underscores the collaborative and social nature of learning. According to CASEL (Collaborative for Academic, Social, and Emotional Learning, 2023), all five of their Social and Emotional Competencies (SEC) are relevant not only for children but also for adults, including teachers and parents.

2.7.2.2 The Importance of Social-emotional Competence in Children

For elementary school students, peer acceptance, establishing friendships, and achieving a certain status within the peer group while receiving recognition and respect contribute to lifelong psychological satisfaction. The egalitarian nature of peer relationships is highly advantageous for the development of elementary school students. Consequently, an increasing number of Chinese parents prioritize the development of their children's social skills, the fostering of peer relationships, and the promotion of their psychological well-being. Social-emotional competence refers to a child's effectiveness in social interactions and encompasses social, emotional, and social-cognitive abilities and behaviors (Rose-Krasnor, 1997). Numerous studies have demonstrated the positive impact of developing children's social, emotional, and behavioral skills on various aspects, including educational success, behavior improvement, increased inclusion, enhanced learning, greater social cohesion, and improved mental health (Houston, 2017). This study aims to explore the relationship between academic achievement and social-emotional competence (SEC). The development of SEC is vital for young children's school readiness and lifelong well-being. To better understand schoolers' social competence, it is necessary to examine how the components of emotional competence relate to their social skills (Denham et al., 2003). SEC involves the integrated functioning of effective interaction and distinct

skills encompassing knowledge, identification, regulation, and expression of emotions (Denham, 2006).

2.7.2.3 A Critique of Socialization in Homeschooling.

One prevalent criticism of homeschooling focuses on the issue of socialization (Romanowski, 2001). Some scholars argue that homeschooling provides limited opportunities for students to establish friendships and engage in social interactions. However, SEC is a multifaceted concept that encompasses knowledge and skills integrated across cognitive, emotional, and behavioral domains of development (Raver, 2002). Poor SEC in a child can lead to difficulties in peer relationships, behavioral problems, academic underachievement, and physical and mental health issues (Im et al., 2019). SEC is an essential skill for schoolers as it influences problem behavior, peer rejection, and the perpetuation of behavioral issues throughout childhood and adolescence (Yang, Datu, Lin, Lau, & Li, 2019). It encompasses a child's ability to experience, regulate, and express emotions, form secure interpersonal relationships, and explore their environment within the context of family, community, and culture (Im, Jiar, & Talib, 2019). SEC comprises emotional intellect, social effectiveness, and socio-emotional effectiveness, which refers to an individual's capacity to navigate the social world successfully and achieve their goals (Zeidner, Roberts, & Matthews, 2002). Recent research has highlighted a strong link between young children's SEC and their early school success and adjustment. This study focuses on Chinese homeschooled students in Bangkok and aims to explore their homeschooling experiences. If the findings indicate that Chinese homeschooled students perceive their educational success as comparable to or better than their peers, it suggests that social-emotional competence plays a crucial role in educational success during the homeschooling period.

2.7.2.4 Framework of Social-emotional Competence

The framework of social-emotional competence (Im et al., 2019) incorporates the five established clusters of SEC: Self-awareness, Self-management, Social Awareness, Relationship management, and Responsible decision making (Denham et al., 2003; Denham, 2006; Im et al., 2019). These clusters encompass essential components of SEL, which involve acquiring and applying knowledge, attitudes, and skills necessary for understanding and managing emotions, setting and achieving positive goals, empathy, establishing positive relationships, and making responsible decisions (Zins et al., 2007). In addition to these established clusters, Im et al. (2019) introduced three new clusters based on social-emotional theories, child development, and learning theories. These clusters are Attachment, Communication Skills, and Prosocial Skills. They recognize that the needs and social-emotional development of young children differ from those of older children and adults. The inclusion of these three clusters in the framework aims to address the specific requirements and developmental stages of young children. By incorporating these eight clusters, the framework of social-emotional competence provides a comprehensive approach to fostering young children's social-emotional development. It recognizes the importance of promoting attachment, enhancing communication skills, and nurturing prosocial behaviors alongside the established clusters. This framework is designed to be developmentally appropriate and relevant to the needs of young children, enabling educators and caregivers to support their social-emotional growth effectively.

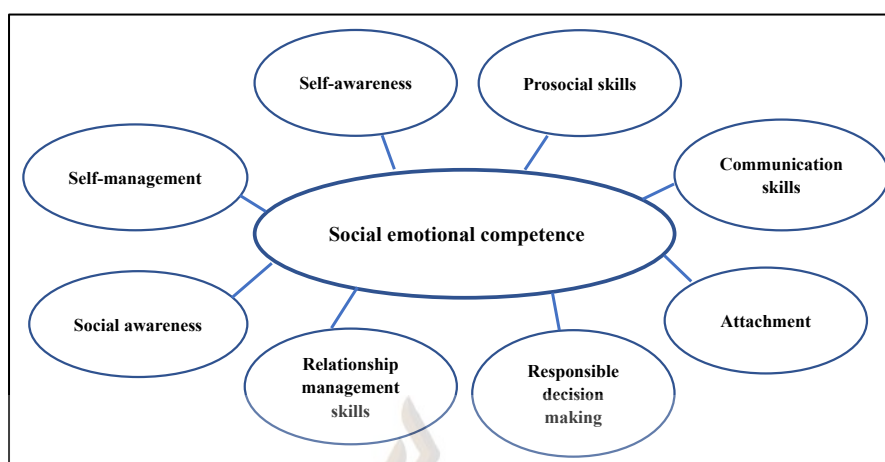


Figure 2.5 Framework of social-emotional competence

Source: Im et al., 2019

I. Self-awareness

Self-awareness involves recognizing and considering one's own thoughts and feelings (Miller, Wanless, & Weissberg, 2018). It encompasses understanding one's emotions, strengths, challenges, and their influence on behavior. Self-awareness plays a crucial role for parents seeking to change patterns of behavior inherited from their upbringing, as it is the first step in recognizing and addressing these behaviors. Additionally, self-awareness plays a role in reserved and aggressive problem-solving approaches, with schoolers who have low self-esteem tending to avoid or wait for problems to resolve on their own (Rahma et al., 2018). Conversely, children with higher self-esteem levels often exhibit greater efficiency, happiness, success, and confidence in their interactions (Saltalı, Arslan, & Arslan, 2018). Building friendships and participating in peer groups are important for social development as they enhance self-confidence and reduce shyness. By promoting self-awareness, it is possible to prevent and reduce behavioral problems in children.

II. Social awareness

Social awareness entails the effective regulation of emotions, thoughts, and

behaviors across various situations (Im et al., 2019). It enables children to engage in critical thinking and adapt to social changes. Social awareness encompasses the capacity to understand and empathize with individuals from diverse backgrounds and cultures, comprehend social and ethical behavioral norms, and identify available resources and support within the family, school, and community (CASEL, 2015). It is important to acknowledge that younger children may exhibit developmental and contextual differences, where the association between cultural orientation and social competence may differ from that of older children and adolescents (Ren et al., 2016).

III. Self-management

Self-management involves the ability to empathize with individuals from diverse backgrounds and cultures, understand social and ethical norms, and recognize the resources and support provided by family, school, and community (Im et al., 2019). Emotion regulation, as defined by Roben, Cole, and Armstrong (2012), plays a significant role in the development of children's social competence and mental well-being. Furthermore, children with strong emotion regulation skills are more likely to engage in sophisticated conversations within their social environments (Ren, Xu Rattanasone, Demuth, Andronos, & Wyver, 2016). Research findings highlight the importance of self-management in fostering positive social relationships and the need for children to control their destructive tendencies and negative attitudes.

IV. Relationship management

Relationship management skills encompass the ability to establish and maintain healthy and fulfilling relationships with individuals and groups from diverse backgrounds (Im et al., 2019). The study by Saltali et al. (2018) revealed that peer interaction is a significant predictor of assertive and reserved-submissive problem-solving approaches. Additionally, it is important to note that the development of relationship management skills in homeschooled children can vary depending on

individual experiences, family dynamics, and the social opportunities available to them. Further research specific to homeschooling and relationship management skills can provide a more comprehensive understanding of this relationship.

V. Responsible decision-making

Responsible decision-making entails making constructive and respectful choices regarding one's behavior and social interactions, considering ethical standards, safety concerns, social norms, realistic consequences, and the well-being of oneself and others (Im et al., 2019). Appropriately responding to social situations is associated with various problem-solving approaches, including aggressive, passive-aggressive, and positive approaches, and it significantly predicts these problem-solving approaches (Saltalı et al., 2018). It also involves the ability to positively and ethically evaluate one's behavior and social conduct, while demonstrating respect for others. This includes assessing risks, making informed decisions, and taking personal responsibility, in line with CASEL (2015) and conforming to social and moral norms. Making effective decisions is closely tied to skills such as accurately assessing situations, responding positively, employing self-reflective strategies to identify and clarify problems, applying problem-solving skills, and adhering to social and moral norms.

VI. Communication skills

Communication skills reflect a child's ability to interact appropriately with others using interpersonal skills (Im et al., 2019). Play settings are ideal for assessing communication skills, as children establish and maintain friendships. Fundamental communication skills begin to emerge in infancy, even before infants can speak. Young children understand that communication is a social process. These findings suggest that effective communication skills begin developing early in life.

VII. Attachment

Attachment refers to the bond formed through reliable, predictable, and accessible care provided by parents or primary caregivers in the past (Im et al., 2019). Previous research supports the positive association between attachment security and schoolers' emotion regulation skills (Panfile & Laible, 2012). However, studies have shown that attachment insecurity does not always result in deficient emotion regulation abilities. In fact, children with above-average emotion regulation skills can still experience attachment insecurity, while those with below-average and average emotion regulation skills benefit from increased attachment security (Ştefan & Avram, 2016).

VIII. Prosocial skills

Prosocial skills refer to voluntary behaviors aimed at benefiting others, including sharing, turn-taking, and helping (Im et al., 2019). The associations between social-emotional competence (SEC) and pre-academic skills may be influenced by factors such as gender and parental education. Well-developed prosocial skills during the school years have been associated with positive academic and social adjustment in elementary school. Moreover, these skills serve as protective factors against negative developmental outcomes and contribute to the overall development of children's personalities within the community. According to Miller et al. (2018), there is a growing recognition among scholars that social-emotional competence is crucial for parents in their everyday lives (Im et al., 2019, Rahma et al., 2018). They highlight the connection between the scholarly field of social emotional learning and the practical experiences of parents who engage with social emotional learning. Parents, being their child's first teacher, play a significant role in shaping their social skills and worldview (Houry & Sullivan, 2019). However, limited research is available on the social-emotional competence of Chinese homeschool children, with most previous studies focusing on the effectiveness of homeschooling, curriculum, and instruction in Western countries where homeschooling is widely accepted. The study also investigates the pedagogical

approaches employed by homeschoolers to gain insights into the practice and process of homeschooling.

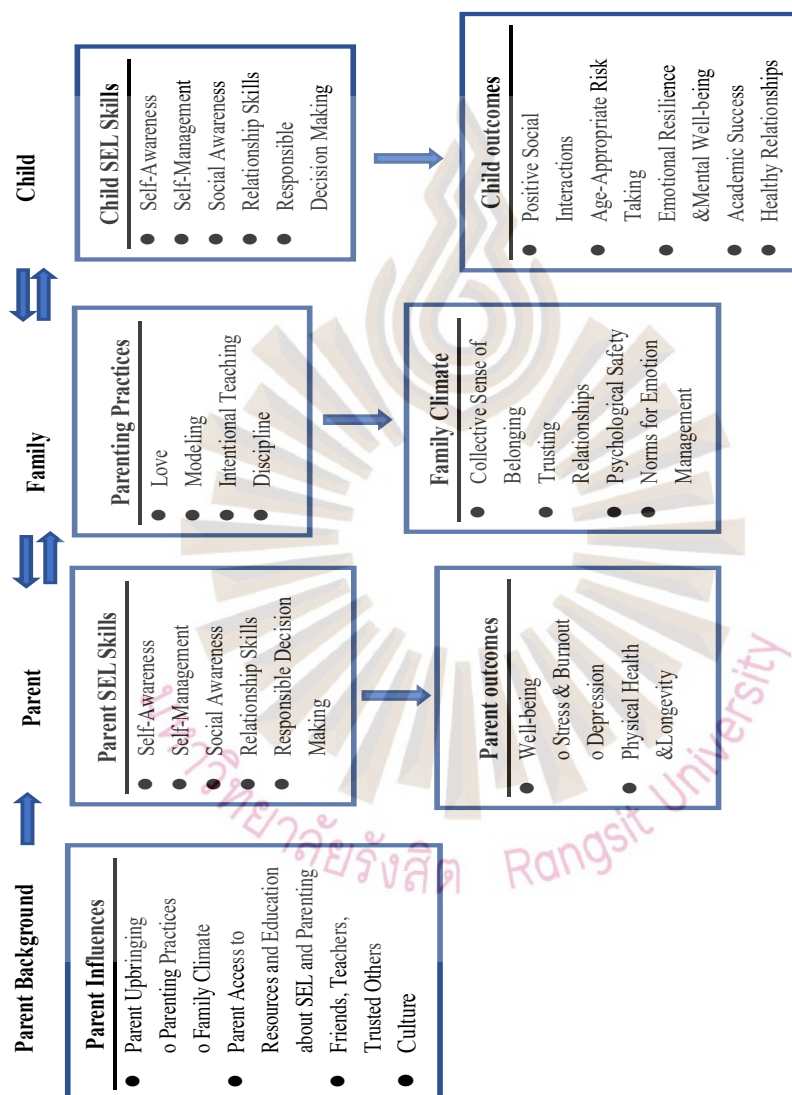


Figure 2.6 Conceptual model of the connections between parenting and social and emotional learning

Source: Miller et al., 2018

2.8 Summary

In this chapter conclusion, the impact of homeschooling on children's acquisition of social-emotional abilities is discussed. The article begins by reviewing previous literature and providing an analysis and synthesis of the existing studies. The second section provides an overview of how an ecological framework can be used to analyze the homeschooling experience. Subsequently, the paper explores the effects of homeschooling on various outcomes. Lastly, the significance of understanding the influence of social-emotional abilities on educational success is emphasized. Different perspectives on the impact of homeschooling have been proposed, with some studies emphasizing the negative effects and others highlighting its positive aspects. However, there is a significant gap in research concerning the perspectives of Chinese homeschooling parents and their children, which needs to be addressed. This study aims to bridge this gap by investigating Chinese parents' views on homeschooling and how their children's social-emotional abilities impact their educational success. This research gap has motivated the study and guided the formulation of specific interview questions.

Chapter 3

Research Methodology

This chapter provides an in-depth exposition of the research methodology applied in this study, accompanied by an exploration of its theoretical foundations. Within this chapter, we scrutinize the systematic approaches and methodologies employed by researchers to conduct their studies, gather data, and analyze information. This comprehensive section meticulously elaborates on the strategies, procedures, and tools used to address research inquiries and accomplish the study's objectives. The effectiveness of a meticulously crafted research methodology assumes a critical role in upholding the validity, reliability, and credibility of research findings. Furthermore, the study delves into the qualitative methodology known as "critical inquiry," the study's design, the criteria for site and participant selection, a review of the research instruments, the procedures and timelines for data collection and analysis, as well as the ethical considerations related to human subjects, encompassing the assessment of risks, benefits, and ethical aspects of this research study.

3.1 Research Design

Qualitative research emerges as the most suitable approach for addressing the research questions at hand. Qualitative researchers aim to delve into how individuals interpret their experiences, the manner in which they shape their realities, and the significance they attach to their encounters, as posited by Merriam (2009). Creswell (2003) further contends that within this qualitative framework, researchers frequently assert knowledge claims rooted in constructivist viewpoints, which emphasize the manifold meanings arising from personal experiences, socially and historically constructed meanings, and an intent to formulate theories or patterns (Hennink, Hutter, & Bailey, 2020). Additionally, the approach can adopt advocacy and participatory

perspectives, characterized by political engagement, issue-oriented exploration, collaboration, and a focus on instigating change. In this particular study, a constructivist perspective was embraced through the application of qualitative research methods, offering both a constructionist and a constructivist lens to examine the experiences of Chinese parents engaged in homeschooling.

Firstly, the primary advantage of qualitative research lies in its capacity for in-depth understanding. This approach allows researchers to deeply explore the inner world of homeschooling families, revealing the complexity and multifaceted motivations, emotions, and challenges they face (Hennink et al., 2020). This profound understanding not only provides valuable insights for the academic community but also offers compelling evidence for policymakers and education practitioners to better meet the educational needs of homeschooling families. Secondly, qualitative research necessitates comprehensive contextual considerations (Hennink et al., 2020). The decision to homeschool is profoundly influenced by a family's cultural background, social context, and individual characteristics. Qualitative research methods assist in incorporating these contextual factors into the analysis, enabling researchers to gain a more comprehensive understanding of why families choose homeschooling and the challenges they encounter. This contextual analysis offers crucial guidance for shaping educational policy and improving practices.

Furthermore, qualitative research facilitates an in-depth exploration of the diversity among homeschooling families (Hennink et al., 2020). There exist a wide array of motivations, educational methods, and values among families who opt for homeschooling. Through qualitative research, we can delve into the experiences of different families, understanding how they navigate various challenges and identifying best practices. This diversity analysis not only provides valuable insights for other homeschooling families but also assists education policies in better addressing the needs of this diverse population. Moreover, qualitative research can significantly contribute to the establishment of theoretical frameworks regarding homeschooling (Hennink et al., 2020). By delving deeply into the experiences of homeschooling families, scholars can construct richer theories and propel advancements in the field of

educational research. These research findings aid in the deepening of theoretical understanding and provide a solid foundation for future research endeavors.

Lastly, qualitative research emphasizes the significance of individual experiences and voices within homeschooling families. This humanizing perspective helps in building trust and rapport, allowing researchers to gain a more comprehensive understanding of the motivations, experiences, and needs of these families. This is crucial for ensuring the quality and practicality of the research. In conclusion, selecting qualitative research as the method to investigate homeschooling experiences offers profound, comprehensive, and rich academic insights. This is crucial for a better understanding of the motivations, influences, and significance of homeschooling. Such an approach aids in improving policies and practices and serves as a powerful driver for the continual development of the academic research field. The participants for the in-depth interviews of the study were selected from a WeChat group named "宝爸宝妈在泰国 (BaoBaBaoMa)." This group was chosen because it serves as a social platform gathering homeschooling families in Thailand, offering a diverse pool of participants for the research. The snowballing method was initiated by first reaching out to homeschooling families known to the researcher, three of whom were previously acquainted.

Further connections were established through parents participating in homeschooling activities organized by Sitor Homeschool. These activities provided a direct opportunity for the researcher to seek participants' consent during the events and distribute informed consent forms. At Sitor Homeschool events, the researcher obtained consent from homeschooling parents and provided them with an informed consent sheet. This ensured that participants were well-informed about the study's purpose, procedures, and their rights to participation. Signing the consent form indicated their explicit agreement to participate in the in-depth interviews. Through the snowballing method, the researcher gradually established connections with homeschooling families, successfully inviting participants for in-depth interviews while ensuring informed consent. This approach allows the researcher to start with a smaller group and progressively expand the sample, ensuring a rich and diverse

perspective from participants. For this study, a qualitative research design will be employed. Qualitative methodology, as suggested by Taylor, Bogdan, and Devault (2015), involves the collection of descriptive data in the form of written or oral words that capture people's experiences and observable behaviors. An initial pilot interview was conducted to gather factual and scientifically grounded data. Descriptive qualitative methods were chosen to systematically and accurately provide symptoms, facts, or events related to the characteristics of the population or a specific area.

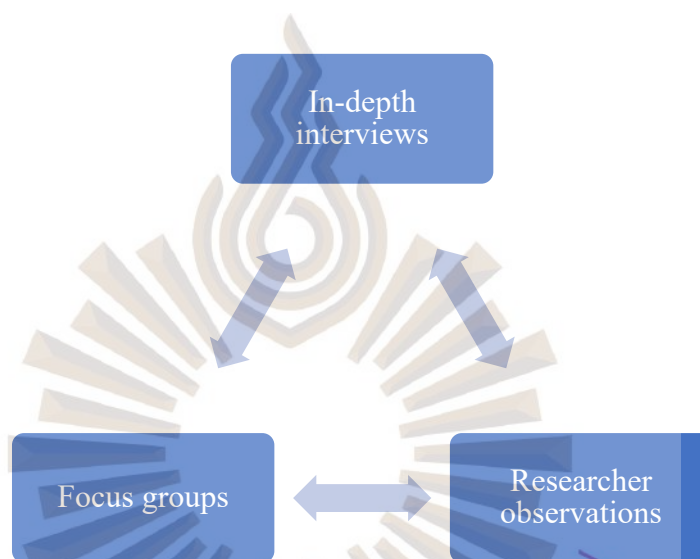


Figure 3.1 Triangulation of data collection methods

The research design section explores the integration of various research methods, such as the focus group, in-depth interviews and researcher observations as a participant-observer, to comprehensively address the research question. The study was guided by theories and research related to ecological models, social-emotional learning, and explanations. A qualitative design will choose to gain an in-depth understanding of the research issues from the perspectives of homeschooling mothers and the context in which they live. The study aimed to explore behaviors and emotions from the homeschool mothers' viewpoint, as well as to explain children's social-emotional competence and understand social interactions among children within the homeschooling environment.

The purpose of this qualitative study is to explore the perceptions of Chinese homeschooling parents regarding how their experience can help them overcome homeschooling disadvantages and achieve educational success. The COVID-19 crisis resulted in the temporary closure of schools, leading to unexpected changes in learning patterns (Haller & Novita, 2021; Thorell et al., 2021). As "homeschooling" became more visible, this study aims to contribute valuable insights to better support home learning during future unpredictable pandemics. Considering this purpose, a case study (Nisbet & Watt, 1982) was conducted with Chinese families residing in Thailand due to the less developed homeschooling ecosystem in China.

The study involved interviews and focus groups with twenty-four Chinese families, as well as three observations during the activities of the Sitor homeschool. Three data-gathering methods were utilized: In-depth interviews, focus groups, and researcher observations as a participant-observer (Mishra, 2016). This triangulation of data collection methods (Wilson, 2016) provided a rich dataset for analysis and interpretation. The study describes the research methods used, including information about the setting, participants, data collection instruments and procedures, and data analysis techniques. Qualitative methods were employed to gather, analyze, and interpret data within naturalistic settings.

Sitor Homeschool is a family school dedicated to personalized and elite education, located near Don Mueang Airport. Comprising five experienced Chinese mothers, they collaboratively establish a unique learning environment that integrates traditional Chinese curriculum, A-level, and IB programs, providing students with a comprehensive and profound academic experience. Renowned for its distinctive curriculum structure, Sitor Homeschool cleverly blends traditional Chinese courses with international A-level and IB programs. This integration aims to cultivate a global perspective and foster exceptional academic capabilities in students.

The school advocates for personalized education, emphasizing the exploration of each student's potential. The education team is committed to understanding the learning styles, interests, and needs of each student, developing customized learning

plans. Sitor Homeschool places a strong emphasis on active parental involvement, considering parents as key factors in a child's academic success. They encourage parents to participate in school activities and the learning process, fostering a positive learning community. The founders, all with rich international school teaching experience, inject international educational philosophies into the school. These mothers, with their professional knowledge and passion for international education, provide students with a broadened perspective across disciplines. Sitor Homeschool emerges as an ideal subject for this study for several reasons:

(1) Situated in a community primarily comprised of Chinese parents, Sitor Homeschool aligns closely with the cultural and social context of the research, facilitating an in-depth understanding of specific experiences and perspectives of families practicing homeschooling in China.

(2) Regular parent gatherings at Sitor Homeschool provide a unique opportunity for parents to share experiences of homeschooling. This offers valuable insights into their motivations, challenges, and successful strategies in a real social setting.

(3) The comprehensive curriculum at Sitor Homeschool, blending traditional Chinese courses with A-level and IB programs, presents a unique case that likely significantly influences parental decisions, expectations, and student academic outcomes.

(4) The founding team's background as international school teachers injects a distinct international flavor into the education model. This not only provides a different and unusual educational approach for homeschooling families but also bridges the gap between local and international education, warranting in-depth investigation.

(5) Through regular parent gatherings at Sitor Homeschool, parents may openly share their educational experiences, allowing researchers to gain a deeper

understanding of motivations for homeschooling decisions, challenges faced in practice, and achievements.

By selecting Sitor Homeschool as the research subject, researchers can gain profound insights into the cultural, educational, and social factors influencing Chinese parents' decisions regarding homeschooling. This unique case is poised to offer substantial recommendations for homeschooling families in China and contribute valuable insights to broader research on family education. The research design is discussed, followed by a summary of this section of the study.

To enhance the generalizability of the research findings to diverse homeschooling contexts in Thailand and mainland China, the researcher employed a technique known as "sampling to redundancy." This approach involved conducting interviews with an increasing number of participants who met the specified criteria until recurring themes emerged consistently (Greeff, 2005). In this study, a total of twenty-four participants were actively involved. The rationale behind this selection was to enable an in-depth examination of these participants' homeschooling experiences, providing a comprehensive exploration of their unique perspectives. Moreover, this approach facilitated a potential assessment of the transferability of the study's findings to other Chinese communities.

3.1.1 Multiple Case Study

A case study entails an examination of a singular unit, be it an individual, a classroom, a specific situation, or a particular event. The focal point of this approach is on the uniqueness of the subject (Stake, 2006). The primary objective is to acquire a profound comprehension of the phenomenon being investigated. Stake (2006) aptly states that case study research is "not a methodological choice but a choice of what is to be studied" (p. 443) [emphasis added]. In essence, case studies may incorporate quantitative, qualitative, or mixed methodologies. Researchers employing the case study method strive to uncover both the shared attributes and the distinctive features of

the subject (p. 447), with a tendency towards emphasizing the idiosyncratic aspects (Stouffer, as cited in Stake, 2006).

In situations where more than one case is examined, the term "multiple case study" is employed. Multiple case studies involve a comparative analysis that seeks to identify similarities and differences among the cases, referred to as cross-case analysis. Nonetheless, it is essential to establish a comprehensive understanding of each individual case initially, before contextualizing it in relation to or contrast with the others. Stake (2006) underscores the necessity of investigating multiple cases to gain insight into how they collectively contribute to the overall understanding of the phenomenon. A multiple case study approach will be employed, as recommended by Yin (2018). This approach allows for an empirical inquiry into a contemporary phenomenon within its real-life context, focusing on individual units such as persons, classes, or communities. Aligned with a qualitative and interpretive research paradigm, a case study is viewed as personal and subjective, allowing for a comprehensive understanding of complex and dynamic personal experiences (Hamilton & Corbett-Whittier, 2012).

This study aims to investigate the social-emotional competencies of both parents and children within the context of homeschooling, utilizing the framework of ecological systems theory. It will delve into the experiences of twenty-four homeschooling parents as they navigate the diverse challenges associated with homeschooling. Each of these twenty-four families is treated as an individual case, and in-depth interviews were conducted with each of them.

The collected interview data will be meticulously analyzed to gain a comprehensive understanding of each unique case. Subsequently, a cross-analysis of these individual cases will be performed to identify common factors that may play a significant role in influencing the outcomes and potential challenges of homeschooling. The ultimate goal is to provide empirical insights that can offer practical guidance to families who are considering or preparing for the homeschooling journey.

3.1.2 Thematic Analysis

Thematic field analysis was conducted, which is one of the common approaches in qualitative research, along with discourse analysis, grounded analysis, and interpretative phenomenological analysis (Braun & Clarke, 2006; Braun & Clarke, 2013; Hennink et al., 2020). This approach aims to identify meaningful patterns (themes) that emerge from the data, both explicit and implicit ideas. Proper codes were developed to identify these themes, which were then reviewed to ensure comprehensive coverage of the text. This involved an iterative process of reading, coding, reviewing, and analyzing the themes and variations associated with the research questions. Theme Analysis is a research method that delves deep into qualitative data to explore themes, patterns, and important concepts, particularly suited for gaining an in-depth understanding of various facets of a specific theme or phenomenon. In this article, we will extensively discuss the use of Theme Analysis in researching the experiences of homeschooling, emphasizing its academic significance and methodology.

The first step in Theme Analysis is data preparation. This involves collecting and organizing a substantial amount of qualitative data, such as interview transcripts, text documents, or observation records. Data can be sourced from various outlets, including interviews with members of homeschooling families, the analysis of relevant textual materials, and observations of their actual behaviors. This data is considered raw material for further processing and interpretation in Theme Analysis. Subsequently, researchers need to perform initial data coding. This entails segmenting the data into discrete fragments, with each fragment associated with specific themes, concepts, or issues. The coding process aims to identify patterns and common themes within the text. This is a crucial step in Theme Analysis as it aids in constructing an overall understanding of the data. Following this, researchers proceed to the preliminary categorization of themes. This involves classifying the coded segments based on their commonalities, forming a preliminary collection of themes. In the context of researching homeschooling experiences, these themes may encompass family motivations, educational methods, social support, challenges, among others.

Theme categorization helps in organizing and structuring the data, making it more accessible for analysis and interpretation.

The next step in Theme Analysis is the in-depth development of themes. This involves detailed data refinement, comparison, and organization to gain a comprehensive understanding of the themes' significance. Researchers need to consider the relationships between themes and how they reflect the experiences and perspectives of the study subjects. This process often requires iteration to ensure the comprehensiveness and accuracy of the themes. Once themes have been extensively developed, researchers can proceed to interpret and present the themes. This includes writing research reports or papers, describing the essence of the themes, explaining their importance, and how they relate to the research questions.

This stage should adhere to academic writing conventions to ensure the clear presentation and sound justification of research findings. In summary, Theme Analysis is a potent qualitative research method that is particularly applicable for in-depth exploration of various aspects of homeschooling experiences. Through data preparation, initial coding, theme categorization, in-depth development, and theme interpretation, researchers can gain rich thematic insights, providing a robust foundation for academic research and policy formulation. This method aids in unveiling the motivations, experiences, and challenges of homeschooling families, as well as the broader impacts of educational choices.

The use of the Theme Analysis method in studying homeschooling experiences holds significant academic importance and research validity. The following are the key significance and reasons for exploring this approach:

In-Depth Understanding: The Theme Analysis method possesses the potential for in-depth exploration of themes or phenomena, enabling researchers to gain profound insights into various aspects of homeschooling. This depth of understanding aids in elucidating the inner experiences of homeschooling families, providing comprehensive and profound insights into their educational choices.

Theme Categorization: Theme Analysis allows researchers to segment complex qualitative data into discrete themes and concepts, making the data more manageable and analyzable (Hennink et al., 2020). This process assists in organizing the data, making it more user-friendly, and better suited for addressing research questions.

Exploration of Patterns and Relationships: Theme Analysis goes beyond theme identification and helps researchers discover patterns and relationships between different themes (Hennink et al., 2020). This analysis contributes to a deeper understanding of the interactions among various factors in homeschooling experiences, facilitating a more comprehensive insight.

Presentation of Research Findings: Theme Analysis enables researchers to present their research findings in a systematic and organized manner (Hennink et al., 2020). By explaining the essence and significance of the themes, researchers can provide clear and actionable information to the academic community, policymakers, and education practitioners, ensuring the effective dissemination of research outcomes.

Assurance of Research Quality: The Theme Analysis method aids in enhancing the quality and credibility of research (Hennink et al., 2020). Through systematic data processing and theme development, researchers can improve the repeatability and accuracy of their research, ensuring the trustworthiness of research results.

In summary, the application of Theme Analysis in the study of homeschooling experiences provides a robust framework for gaining profound insights into and interpreting various themes and concepts. This method assists in organizing and structuring complex data, uncovering patterns and relationships, offering in-depth insights, and ensuring the credibility and quality of research. Through Theme Analysis, researchers can better address research questions, contribute to the accumulation of knowledge in the academic field, and provide robust support for policy and practice improvements.

3.2 Contextual Information

The homeschooling context primarily takes place within the family home (Firmin et al., 2019). Accordingly, interviews with Chinese homeschooling parents were conducted at their homes and at Sitor homeschool. The research not only delved into how parents educate their children in the home environment but also explored their experiences of learning within extended family networks and homeschooling communities. A significant portion of the study focused on the social dynamics that arise when parents gather with other homeschooling families. To foster a deeper understanding of these dynamics, the researcher actively organized and participated in meetings, special events, and social gatherings exclusively for Chinese homeschooling families. Recognizing the influence of personal relationships within the microsystem and mesosystem on the learning process of homeschooling parents (Firmin et al., 2019), the researcher observed participants and engaged them in questioning during various activities. Furthermore, the significance of collaborative learning was emphasized throughout the in-depth interviews.

3.2.1 Demographic Information

Demographic information was gathered from all participants who took part in the in-depth interviews, focus groups and Observation. Before these sessions, participants were asked to complete a formal demographic profile sheet. The specific details of this demographic information are provided in Table 3.1. The table presents important variables such as the number of children being homeschooled, along with their corresponding mean, mode, and range. Because all families are located in Bangkok, and the mothers involved in homeschooling have high educational qualifications, communication can be conducted directly in English. The majority of mothers are proficient in trilingual communication in Chinese, English, and Thai. In 2019, a global pandemic suddenly swept the world, altering people's way of life. During this time, researchers came across the emerging concept of homeschooling and decided to delve into the experiences and voices of children and their parents engaged

in homeschooling. This decision stemmed from curiosity about the educational changes during the pandemic and a profound respect for the family experience.

The researchers initially connected with parents in Shanghai, China, who were homeschooling their children. Both parents held doctoral degrees, and due to their child's difficulty adapting to the domestic education system, they chose to relocate to Bangkok. Forced by the pandemic, they embarked on the journey of homeschooling. Subsequently, through social media, primarily WeChat groups, the researchers expanded their contacts to include more homeschooled children and their parents. In the initial interactions, the research team gained insights into the challenges and opportunities faced by homeschooling families during the pandemic. Unexpectedly, they observed a growing trend of families opting for homeschooling. Realizing this as a broader societal phenomenon, the research team decided to extend their study to involve more households. In 2022, the researchers learned about an organization named "Sitor homeschool," dedicated to supporting homeschooling families. By establishing contact with this organization, the research team gained in-depth insights into the diversity and commonalities among homeschooling families. This phase of interviews became more systematic and comprehensive, covering aspects such as teaching methods, resource utilization, and social experiences.

To ensure the protection of participants' rights, by the end of 2023, the researchers and the head of Sitor homeschool negotiated and obtained legal research permissions. Simultaneously, they crafted a straightforward and understandable consent form, addressing the research's purposes, participants' rights, and privacy protection. To address potential language or cultural barriers, the research team deliberately hired members proficient in multiple languages and cultures. They offered flexible interview methods, including online video, phone calls, and face-to-face, to ensure smoother communication with families. Since most homeschooling participants were proficient in both Chinese and English, the entire data collection process could be conducted in English to ensure linguistic accuracy. The entire research process, spanning across time and space, portrayed the multifaceted and dynamic nature of homeschooling families. This story not only reveals the educational transformations

within families during the pandemic but also showcases how the research team, through a cautious and thoughtful informed consent process, established trust and cooperation with the participants. It also includes information about parents' educational backgrounds and the duration of home education. Since the observations were conducted in an informal manner, any relevant demographic data recorded in the field notes was documented in post-observation write-ups.

Table 3.1 Demographic Information of Participants

Variable	Mean	Mode	Range
Number of children homeschooled	1.25	2	1-3
Homeschooling mothers' years of formal education	20	19	12-23
Spouse years of formal education	16.75	16	12-23
Number of children actively being educated in the home	1.25	1	1-3
Number of years actively homeschooling	3.3	2	1-5

(Homeschooling families, N=24)

Homeschooling Mothers

Gender: 24 Female

Ethnicity: 24 Han nationality

Age: 26-43

Spouse of Homeschooling Mothers

Gender: 24 Male

Ethnicity: 24 Han nationality

Age: 30- 46

Homeschooling Children

Gender: Boy (13) Girl (17)

Ethnicity: 30 Han nationality

Age: 7 - 10

Based on the previous homeschooling case study, the research sample was considered sufficient for several reasons:

(1) Diversity of the Sample: Careful selection was made to include participants across various age groups, academic disciplines, family backgrounds, and homeschooling experiences. This diversity ensures the study's breadth and depth, capturing unique experiences and perspectives within different homeschooling contexts.

(2) Saturation: Throughout the research process, information saturation was achieved, where collected data gradually became repetitive without introducing new themes or viewpoints. This indicates that the sample covered is sufficient, capable of revealing core experiences of homeschooling, instilling confidence in a comprehensive understanding of the research question.

(3) Quality of In-Depth Interviews: The quality of in-depth interviews conducted with participants was high, with detailed and insightful responses. The excellence of these interviews reinforces confidence in the selected sample, ensuring ample information is obtained.

(4) Theoretical Saturation: The research aimed for theoretical saturation, meaning the data collected is adequate to support the development and inferences of theory. The sufficiency of the homeschooling sample is reflected in the information gathered contributing to a deep understanding of the phenomenon within the theoretical framework.

The participants' demographic profiles revealed a notable characteristic: homeschooling mothers exhibited relatively higher levels of formal education. Despite this higher educational attainment compared to the general population, the participants still represented a typical profile of homeschooling families. Recent quantitative studies conducted by the "National Home Education Research Institute" (2010)

indicate that homeschooling parents in the United States possess lower levels of formal education than the participants in this case study.

Previous research has also suggested that homeschooling families tend to have larger family sizes compared to the average (Geary, 2011). Once again, this characteristic distinguishes the families in this case study from most American families and other homeschooling families. The average number of actively homeschooled children in the case study was 1.25, with only one family having a relatively larger size of three children. All the homeschooling families included in the case study were married-couple households.

Throughout the interviews and focus group activities, participants were encouraged to reflect on the factors that contribute to their learning while undertaking the task of homeschooling their children. The participants' perceptions of their initial knowledge requirements when they first started homeschooling, as well as their evolving understanding throughout the homeschooling experience, were crucial aspects to consider. Additionally, the researcher explored how participants perceived their own learning process. The primary focus of the research centered around parents' perception of the social-emotional competence they deemed necessary to successfully homeschool according to their preferred approach.

3.2.2 Perceptual Information

The researcher observed interactions among parents during five homeschooling activities at Sitor homeschool. Throughout the activities, the researcher had the opportunity to listen to parents' conversations and their inquiries to one another. The researcher conducted impromptu informal interviews with several homeschool parents during the observations. The Chinese parents, including both homeschooling mothers and their spouses, openly expressed their perceptions about the homeschooling group's influence on their learning. Throughout the homeschooling events, the researcher asked parents about their relationships with other parents in the

group and how they believed those relationships might have supported their homeschooling endeavors.

3.2.3 Rationale for Research Approach

Education research involves the systematic application of methods to generate reliable information about educational issues (Gay, Mills, & Airasian, 2014). Qualitative research, in particular, "focuses on generating meaning and understanding through detailed descriptions" (Bryman, 2007, pp. 73–90). In this study, the researcher chose a qualitative research paradigm to gain a deeper understanding of adult learning within the dynamic social context of homeschooling, an area that is relatively underrepresented in the literature. Previous homeschooling research has primarily focused on the academic success of homeschooled children, neglecting the experiences of adults involved in the process. Qualitative research is particularly valuable for exploring educational problems that involve complex social environments and the subjective meanings individuals attach to their experiences.

The choice of a qualitative design for this research aligns with Rubin, Bell, and McClelland's (2018) assertion that qualitative methods are well-suited for obtaining an in-depth understanding of research issues from the perspectives of the study population and their contextual surroundings. The current study aims to explore participants' behaviors, emotions, and children's cognition and behavior, as well as understand the social interactions among children. By adopting a qualitative approach, the researcher can delve into the experiences of the participants themselves and gain insights into their unique perspectives. Additionally, the researcher anticipates that many parents in the study may express dissatisfaction with public or private school education, and given the complexity of the participants' educational backgrounds, a qualitative approach is well-suited to explore and understand their experiences.

3.3 Research Instruments

3.3.1 Face to Face Interview

A series of interviews will be conducted with twenty-four mothers and their children to delve into their homeschooling journey, motivations behind their decision, and the mothers' perceptions of their children's development. Drawing upon the insights from the literature review, the following interview guide will be developed to collect participants' experiences of homeschooling in Bangkok. The interview questions are adapted from recent research studies conducted by Firmin et al. (2019), Conejeros-Solar and Smith (2021), and Price, Peersman, and Matherne (2021).





Figure 3.2 In-depth interview process

3.3.1.1 Pilot Interview

The researcher will conduct a preliminary interview with two homeschooling mothers. Insights will be gained by conducting the pilot interview helped the researcher refines the research questions and construct interview questions. However, although information from the pilot interview helps the researcher refine the interview question, it did not promote any fundamental changes to the research questions.

3.3.1.2 Choose Interviewers

Selection of interview participants. Participants in the in-depth interview of the study were drawn from homeschoolers in a WeChat group called "爸爸宝妈在泰国 (BaoBaBaoMa)". Some contacts for interviews were made by "snowballing", starting first with homeschoolers the researcher was acquainted with. Further contact was made with parents who attended homeschooling activities in Sitor Homeschool. During the activity, with the permission of homeschooling parents, an informed consent sheet was handed out.

(1) Selection of Interview Participants

Participants in the in-depth interview of the study will be drawn from homeschoolers in a WeChat group called "BaoBaBaoMa". Some contacts for interviews will made by "snowballing," starting first with homeschoolers the researcher will be acquainted with. Further contact will made with parents who attended homeschooling activities in Sitor Homeschool. During the activity, with the permission of homeschooling parents, an informed consent sheet will be handed out.

(2) Interview Procedures and Processes

Most of the in-depth interviews were conducted in Sitor homeschool. One is conducted in the homes of participants. Participants will provide with a description of the research, written details of their rights as participants and details regarding data use and handing. Children of the interviewees were generally in the home at the time, but will not involve to a great degree in the conversations. The children of the interviewees were generally in the home at the time, they were playing around us and sharing their experiences with us also. However, some children always sat on their mothers' laps and keep silent, and others gave brief periods of time or interjected short commentary. The researcher will conduct the interviews individually over a span of one year, ensuring that they seamlessly integrated into the participants'

families' routines. The interviews varied in duration, lasting between sixty to ninety minutes, and commenced promptly upon the interviewer's arrival at Sitor Homeschool, after ensuring the children were appropriately settled.

3.3.2 Focus-Groups

The incorporation of focus groups as supplementary data collection tools was driven by the principle of data triangulation. Flick (2018) highlighted its benefits, including the validation of findings, the acquisition of more comprehensive data, the enhancement of validity, and a deeper understanding of the phenomena under investigation. Moreover, the inclusion of diverse home education experiences within the focus groups contributed to the richness and depth of the collected data. The focus-group sessions were skillfully conducted to extract valuable insights and information from participants within a synergistic and dynamic group setting. The focus-group interview process typically involves several key stages.

To conduct a focus-group interview effectively, start by clearly defining the objectives and understanding the specific information or insights you aim to gather. Select diverse participants representing the target audience or stakeholders and recruit them by providing details about the interview and obtaining their consent. Develop a structured discussion guide with open-ended questions to guide the conversation. Arrange the logistics, ensuring the venue is comfortable and all necessary equipment is in place. Begin with introductions and icebreakers to create a positive atmosphere. Present topics from the discussion guide, encouraging participant engagement and facilitating discussions to ensure everyone contributes. Record responses accurately through note-taking, audio, or video recording. After the session, debrief with the moderator and assistants to discuss key takeaways. Analyze the collected data for patterns and themes, then compile a comprehensive report with insights, quotes, and recommendations. Validate findings through additional research or existing data, and seek feedback from participants and stakeholders to improve future focus-group interviews.

3.3.2.1 Selection of focus-group participants

Similar to the interviews, the selection criteria for participants in the focus groups were twofold: they needed to reside in Bangkok, the location of the study, and have actively engaged in homeschooling for a minimum of two school years. Volunteers were informed of the researcher's intention to utilize the gathered information to enhance social-emotional learning competence among homeschooling children. All of the participants had taken part in in-depth interviews. Recognizing the potential contribution of spouses to the primary homeschooling parent's role, both spouses were invited to join the focus-group sessions alongside the primary homeschooling parent. Consequently, all primary homeschooling parents in the focus groups were accompanied by their spouses. Additionally, the researcher's husband also participated in the activities, which helped foster a relaxed atmosphere and encouraged the involvement of homeschooling fathers. Their attendance and active participation brought a valuable "homeschool dad" perspective to the discussions. The recruitment process for the focus groups followed the same approach as that of the interviews.

3.3.2.2 Focus-group procedures and processes

Twenty-four Chinese families actively participated in three distinct focus-group sessions. The first focus group consisted of seven experienced homeschooling parents who had homeschooled for a minimum of three years. The second focus group involved five parents who were relatively new to homeschooling. The structure of the group interviews followed the recommendations of (McLafferty, 2004), which advocated for a systematic questioning of multiple individuals concurrently in a formal or informal setting (p. 651). These focus groups exclusively included individuals who were actively homeschooling but had not taken part in the in-depth interviews, enabling the researcher to corroborate or refute the data obtained from the previous interviews (Harding, 2013). To facilitate focused discussions, four specific areas of exploration were chosen, aligning with the central themes that had emerged during the researcher's preliminary analysis of the interview data.

The researcher fostered an open atmosphere conducive to the free exchange of ideas, encouraging homeschooling parents to engage in collective reflections on their practices and considerations regarding the social-emotional competence of their children. Prior to the sessions, participants were provided with a comprehensive research description, written explanations of their rights as participants, and details concerning the use and handling of the data. Similar to the interviews, participants in the focus groups were asked to complete a demographic information sheet. The discussions held during the focus-group sessions were audio recorded and subsequently transcribed.

3.3.3 Observations

The purpose of collecting observational data through organized activities at Sitor homeschool was to uncover valuable ethnographic information. However, it was important to avoid confusing a case study with an ethnographic study, as emphasized by Yin (2018). The researcher employed a third data-gathering technique, which involved organizing five homeschooling activities for 12 Chinese families. During these activities, the researcher observed the participants and casually posed questions.

This approach allowed the researcher not only to learn about the homeschooling community's learning experiences but also to witness them in action. This firsthand approach enhances the study's credibility, as stated by (Miller & Dingwall, 1997): "In social science research, much like in legal cases, eyewitness testimony from reliable observers has been considered a highly convincing form of verification" (p. 131). Although observation was the third data-gathering method, it occurred consistently throughout the researcher's data collection process.

3.3.3.1 Observation procedures and processes

The researcher organized monthly homeschool activities, conducted over a period of six months. These activities encompassed parent-child relationship

sessions, reading activities, and outdoor excursions. The purpose of these observations was to gain insights into how groups of homeschooling parents learned from and shared with each other, as well as to examine children's social skills. The researcher made the following observations: (1) Conversations among homeschooling parents regarding their individual homeschooling practices; (2) Discussions concerning the challenges or issues parents encountered while homeschooling; (3) The observation of children's social and emotional competence; (4) Parents' announcements of new resources for homeschooling, and (5) Discussions or comments made by parents seeking or sharing information. The researcher followed Mackellar (2013) recommendation to take field notes, stating, collect observational notes by engaging in participant observation. As a homeschooling mother and owner of Sitor homeschool, the researcher was considered a relative-insider during the observations. Hamilton and Corbett-Whittier (2012) regard this insider acceptance as crucial in the role of a participant observer.

The researcher had the opportunity to observe the homeschooling community activities and engage in conversations with homeschooling parents during group sessions. As noted by Turnock and Gibson (2001), this participant-as-observer role allows the observer to not only participate in activities but also ask members to clarify various aspects of the ongoing events. These observations, conversations, and interviews-of-opportunity took place informally within the natural flow of the group activities. Consequently, the researcher did not record conversations or videotape the group activities but instead relied on field notes. After each participant-observation session, the researcher reviewed the field notes and produced coherent accounts of the events, as strongly recommended by Hennink et al. (2020) notes taken in the field should be transformed into what is commonly referred to as a write-up. This is a version of the original notes that can be understood by another reader. In this study, the researcher will employ Social Skills Assessment Tools (CASEL, 2019) for observation, with the following reasons:

(1) Objectivity and Standardization: Social skills assessment tools provide an objective and standardized method for observing and measuring individuals' social

skills. This helps eliminate subjective biases and the researcher's subjective judgments, thereby enhancing the reliability and effectiveness of the study.

(2) Quantification and Measurement: These tools allow researchers to quantify social skills, converting them into numerical data. This facilitates data analysis and comparisons, enabling researchers to gain a more precise understanding of the changes and developments in social skills.

(3) Targeted Assessment: Social skills assessment tools typically clearly define the social skills to be assessed, making the evaluation more specific and goal-oriented. Researchers can focus their observation on specific dimensions of social skills, rather than conducting general observations.

(4) Long-Term Tracking and Comparison: By using these tools, researchers can observe and assess individuals' social skills at different time points, enabling long-term tracking and comparison. This is crucial for studying the development and improvement of social skills.

(5) Analysis of Individual Differences: Social skills assessment tools assist researchers in analyzing differences in social skills among different individuals. This aids in understanding why some individuals are more successful in social interactions while others face challenges.

(6) Intervention and Improvement: Through the use of these tools, educators and clinical professionals can better identify weaknesses in individual social skills and formulate targeted intervention measures to improve social skills and enhance the quality of social interactions.

3.4 Data Collection

Since this study employs qualitative research method, "Purposive Sampling Method" is a commonly used sampling technique in research, where samples are

selected based on the research objectives and the needs of the study (Harding, 2013). This method is typically not random but relies on the researcher's judgment and expertise to choose participants or samples that are most suitable for the research objectives. The advantage of this sampling method is that it allows researchers to selectively choose participants or samples that can provide rich information and deep insights into the research questions (Harding, 2013). However, there may be a risk of selection bias because the sample selection is not random and may not be representative of the entire population. A snowball sampling procedure (Berg & Lune, 2018) and active recruitment were employed, initially targeting families from Sitor homeschool. All participating families in the study defined the interviewed mother as the adult who spent the most time with the children and acted as their primary teacher.

The interview process consisted of two parts. First, a survey was conducted to collect demographic and background data from each homeschooling family. This was followed by an in-depth interview with the participating parent, where survey items were further explored and elaborated upon. Additionally, focus-group sessions and researcher observations were used as secondary data gathering methods to provide added richness and depth to the data. These focus groups and observations were also utilized to confirm or disconfirm the interview data.

A total of 24 in-depth interviews were conducted with homeschooling mothers, with each interview ranging from approximately one to one and a half hours in length. Interviews were conducted once every season. In addition to the interviews, surveys were utilized, and five focus groups were conducted with homeschooling parents and their spouses. Participant observations of homeschooling mothers and children were also carried out to provide a comprehensive view of the homeschooling experience in Thailand. These three data gathering methods were used in combination, as recommended by (Flick, 2018), to achieve triangulation and enhance the validity of the findings.

3.5 Data Analysis

3.5.1 Initial Coding Scheme and Early Analysis

The researcher approached the analysis in a systematic manner, recognizing that qualitative research requires a structured approach to handling data. As pointed out by Hennink et al. (2020), there are systematic ways to deal with qualitative data. The analysis began during the data collection phase, following the researcher's predetermined early analysis strategy. The researcher successfully adhered to the early analysis plan.

Following the recommendations of Braun and Clarke (2006), a provisional "start list" of codes was created based on the conceptual framework. This involved using alpha-numeric codes to categorize and sub-categorize the data. The coding process commenced shortly after the transcription of the initial interviews. Both Braun and Clarke (2006) and Hennink et al. (2020) advocate for early analysis, emphasizing that analysis should begin as soon as data is collected.



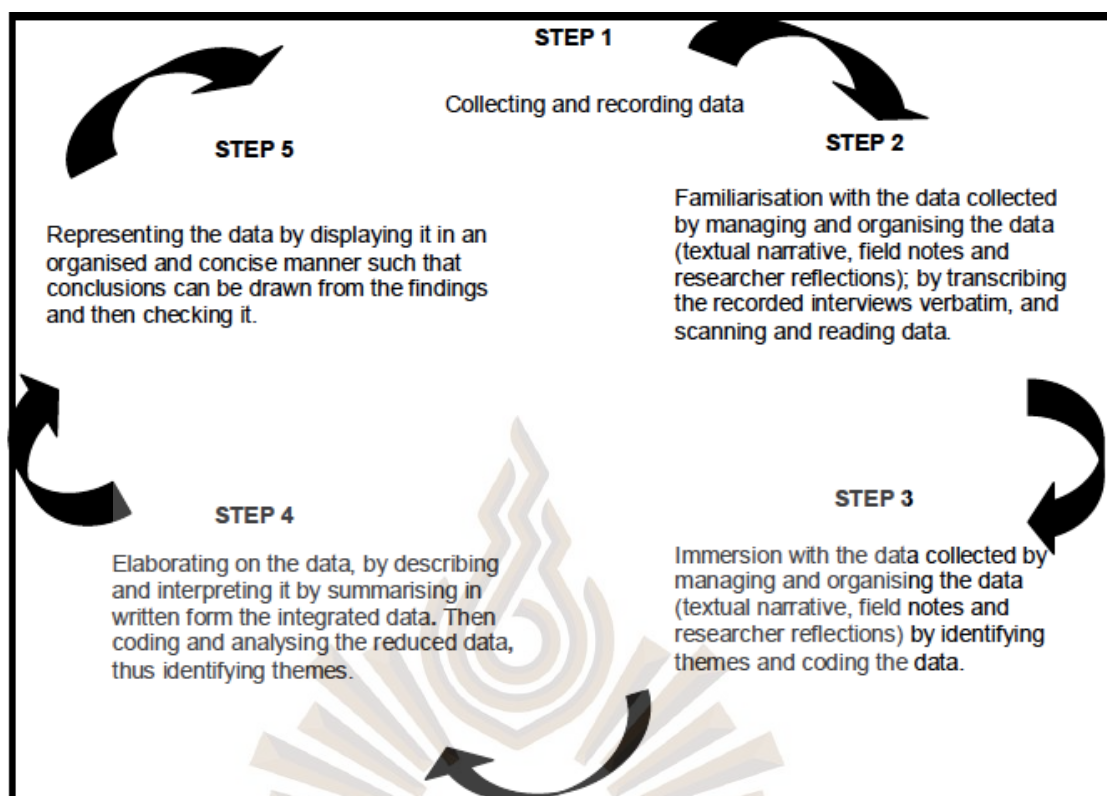


Figure 3.3 Analytic Representation of Data Analysis

Source: Qualitative Research Method (Hennink et al., 2020)

Robson suggests, "Don't allow the data to accumulate without some preliminary analysis" (p. 377). Similarly, (Denzin & Lincoln, 2018) strongly recommend early analysis as it allows for iterative processes between existing data and the collection of new, potentially more valuable, data (p. 50). The researcher found that initiating the coding process before completing all the interviews facilitated more comprehensive final interviews. After collecting and organizing the data according to the early analysis plan, a comprehensive and methodical coding and data analysis process was conducted. Following the guidelines outlined by Denzin and Lincoln (2018), essential tasks such as sampling, identifying themes, marking texts, constructing models, and testing these models against empirical data were carried out. The data from interviews were coded and stored separately from the data generated in focus groups and observations. However, all data from different sources were coded and entered into separate documents.

The data were accessed from field notes, write-ups, transcripts, and session summary sheets (Hennink et al., 2020). The codebooks were arranged in a practical, functional, and visually accessible manner in the researcher's study, creating a "war room" setup. The initial alpha-numeric codes and bins were established using the researcher's experience, literature review, and insights from the pilot interview (Kuo & Wallace, 2020). However, additional coding categories emerged during the early analysis phase as unforeseen themes surfaced from the data. Codes from the initial coding scheme were modified as the data were analyzed. Enhancing the ethical framework involves a careful consideration of strategies employed to anonymize data and safeguard participants' identities, especially within the distinctive cultural context of Chinese homeschooling families. The research team implemented several specific measures to ensure the confidentiality and anonymity of participants:

- 1) Pseudonymization: All participants, including both parents and children, were assigned pseudonyms or codes (eg: FM1, FM2, FM3.....FM24: family mother 1....family mother 24; FF1, FF2, FF3.....FF24, family father 1....family father 24, FG1,FG2.FG3:Focus group 1-3)instead of using their real names in any documentation or data storage. This pseudonymization process aimed to dissociate the collected information from individuals' actual identities.
- 2) Data Encryption: Sensitive information, such as personal details and specific locations, was encrypted to add an additional layer of protection. This encryption measure ensured that even if unauthorized access occurred, the data would remain unreadable and secure.
- 3) Secure Storage: The research team employed secure and password-protected databases to store collected data. Access to these databases was restricted to authorized personnel only, further safeguarding the confidentiality of the information.
- 4) Limited Access: Only essential members of the research team had access to identifiable information. This restricted access helped minimize the risk of unintentional disclosure and maintained a controlled environment for handling sensitive data.
- 5) Aggregated Reporting: In the reporting and dissemination of findings, the research team opted for aggregated data presentation whenever possible. This means that the results were presented in a way that prevented the identification of individual participants, preserving their anonymity in the research outcomes.
- 6) Informed Consent for Data Sharing: The researchers sought explicit consent from participants regarding the

sharing of anonymized data for academic and research purposes. This additional step ensured transparency in data handling and respected participants' wishes regarding the use of information. 7) Cultural Sensitivity in Reporting: Recognizing the cultural nuances of Chinese families, the research team exercised sensitivity in reporting and discussing findings. They avoided sharing details that could inadvertently lead to the identification of participants within their cultural or local community. 8) Regular Ethical Review: Throughout the research process, ethical considerations, including data anonymization, were regularly reviewed by an independent ethics committee. This ongoing oversight ensured that the research continued to meet high ethical standards. By implementing these specific strategies, the research team aimed not only to comply with ethical standards but also to demonstrate a deep commitment to respecting the privacy and confidentiality of Chinese homeschooling families participating in the study.

3.6 Validity Research Instruments

The establishment of reliability involves researchers adopting practical strategies and conducting member checks. While researchers may not strictly adhere to rigid assessment procedures, throughout the entire research process, I was actively engaged in negotiation and seek input from mentors, peer doctoral students, and other relevant professionals. This collaborative approach constitutes a pivotal component of the researcher's working strategy, aimed at elucidating reliability standards among evaluators. The researcher actively participated in relevant courses on verifiability, encompassing both academic coursework and in-depth discussions with peers on research methodology intricacies. During this process, researchers, in collaboration with three other doctoral students, conducted joint interviews, delved into conceptual frameworks, and engaged in extensive discussions, supplementation, and modifications. Subsequently, detailed discussions ensued on the application of Brown and Brownney's framework for data analysis.

Notably, one colleague, who received higher education and underwent homeschooling, provided crucial suggestions to enhance the research protocol and assumed an advisory role in the study. Researchers actively sought correct coding analysis, interpretation of feedback, and maintained active communication with interviewees post-data completion. Discussions with the interviewed families took place, and member checks were conducted through four rounds of open participant critiques and discussions to collect their opinions. The researchers' conclusions underwent member checks, wherein opinions were gathered through meetings with participants, achieving unanimous acceptance. This signifies the researchers' incorporation of the suggestion by Berg and Lune (2019) to find ways for participants to review materials. Member checks provided profound insights during informal reflection discussions with participants. In dialogues, researchers queried participants about the main conclusions of the study, and their feedback consistently affirmed the researchers' conclusions.

Validity assumes paramount significance in the conduct of research, as it ascertains whether the instruments effectively measure the intended constructs (Mertler & Charles, 2005). In this study, an Index of Item Objective Congruence (IOC) was used to analyze content validity through the judgment of the expert validators. Consequently, prior to administering the instruments, a process of content validation was conducted by a panel of five experts. Five experts constituted two Chinese experts, three Pakistan experts. All experts hold at least two languages and be a professors in universities. Their evaluation encompassed scrutinizing language clarity, appropriateness, content relevance, and alignment with the research's objectives and subject matter. The Item Objective Congruence (IOC) index was computed for face-to-face interviews, observation sheets, and questions posed in the focus group discussions. Subsequently, the researcher refined the instruments in response to the feedback, suggestions, and recommendations provided by the experts. The Item Objective Congruence involves experts assigning ratings to assess the extent to which the items align with the objectives outlined by the researcher (Rovinelli & Hambleton, 1977). The rating scale consisted of:

- +1: The item aligns clearly with the stated objectives.
- 0: Unclear or uncertain whether the item adequately addresses the objectives.
- 1: The item does not clearly align with the objectives.

The scorings of five experts were calculated for mean value. All items' scorings of mean values between 0.6-1.0, and the mean score from experts' judgment would be calculated by using the following formula. The formula for calculating the IOC involves summing the scores assigned by individual experts, where 'n' represents the number of experts who validated the items (Rovinelli & Hambleton, 1977).

$$IOC = \frac{\sum R}{N} \quad (3-1)$$

IOC: means the congruence between the scale's objectives and the items.

ΣR : means the total scores of the agreement of judges in each item.

N: means the total number of judges.

Items with an IOC falling within the range of 0.60 to 1 are retained, while those scoring below 0.60 to -1 are revised. Ultimately, the refined set of instruments employed in the study. According to IOC, there were score of 2 points lower than 0.6. They were "Tell me a little bit about your parents. a. What is your relationship with them today?" "Can you describe the physical space in which most of your instruction takes place?" These items were deleted from the questionnaire due to these two questions is because they duplicate background questions using the ecosystem theory and score below 0.6 according to IOC.

The researcher demonstrated reliability and Validity through the implementation of inter-rater reliability strategies and member-checking (Hennink et al., 2020). Inter-rater reliability was ensured by involving a group of researchers who were candidates of EdD and former American homeschoolers who is researcher's friend. The researcher shared coded data and interview transcripts with this group, seeking their input and feedback (Harding, 2013). Their valuable contributions helped

refine the coding scheme and provided a collaborative environment for discussion and analysis, aligning with the recommendations of. Furthermore, the researcher actively sought feedback from their sponsor, engaging in discussions regarding coding, analysis, and interpretation of the data (Hennink et al., 2020). This allowed for an additional level of scrutiny and validation of the findings. Additionally, the researcher facilitated discussions with several participants after the data analysis was completed. These discussions provided an opportunity for member-checking, enabling participants to review and provide feedback on the research conclusions. The conclusions were open for critique and discussion on multiple occasions, as recommended by Denzin and Lincoln (2018). The member-checking process involved informal reflective discussions with the participants, during which the researcher specifically sought their input on key research conclusions. The feedback received uniformly confirmed the researcher's conclusions, adding credibility and dependability to the study's findings.

3.7 Ethical Consideration

3.7.1 Approval Certificate

The researcher obtained an approval from the concerned authorities and stakeholders. Firstly, the researcher submitted the request to Ethics Review Board (ERB) of Rangsit University for the approval. This study underwent a Full Board Review (COA. No. RUSERB2024-036), lasting for three months. After receiving the Certificate of Approval from the ERB, the researcher sought permission from the school principal to approach the subject teachers, students and their parents or guardians. Once the teachers, students and parents or guardians of the participants were approached, the researcher informed and explained about the study. Those who decided to participate signed the informed consent letter. Later, the researcher collected the data upon willingness of the participants.

3.7.2 Anonymity of the Participants

Anonymity of the research participants and confidentiality of their views were strictly protected by the researcher. The confidentiality of participants' opinions and their identities were maintained through use of pseudonyms such as Mother: FM1, FM2, FM3....FM24, Father: FF1; FF2, FF3, FF3....FF24 and abbreviations for the instruments; M for mother's reflective journals, F for fathers' reflective journals and FG for focus group discussion.



Chapter 4

Data Analysis

This chapter delves into the multifaceted world of homeschooling, utilizing ecosystem theory and thematic analysis to examine the underlying ideologies that drive families to opt for this alternative form of education. Through an exploration of the diverse experiences, expectations, needs, and guidelines associated with homeschooling, this dissertation seeks to unravel the intricate tapestry that defines the homeschooling landscape. By applying ecosystem theory, the researcher analysed personalized learning approaches, flexible structures, and holistic development philosophies, contributing valuable insights into the motivations and practices that underpin the homeschooling phenomenon. Through thematic analysis of qualitative data, the researcher aimed to paint a comprehensive picture of the ideological foundations that shape the homeschooling experience for families, offering a nuanced understanding of individualized education. This exploration not only sheds light on the broader implications for educational policy and practice but also emphasizes the interconnected elements within the homeschooling ecosystem.

4.1 Statistics Findings

4.1.1 Data Analysis

One of the fundamental principles of qualitative research is to conduct data analysis before the project concludes, rather than waiting until the end. This is an integral part of the ongoing experiential process. Willis (2007) points out that "it is difficult to obtain the 'correct' answer, as there are too many correct answers" (p. 17).

As mentioned in Chapter 3, creating field and coding memos is one way to analyze the collected data and reflect on the occurrences in the data, as stated by Yin

(1994): "The first and preferable strategy is to follow the theoretical propositions leading to case study" (p.131). The basic elements of the conceptual framework, based on the research questions, provide the foundation for the initial coding scheme. However, the structure of the initial coding is relatively flexible, allowing for the emergence of new themes, discoveries, and modifications. The researcher believes in avoiding the danger of starting with an overly powerful conceptual framework and coding scheme, as cautioned by Robson (1993): "The danger is starting with a powerful conceptual framework, which can blind you to the important features of the case or lead to a misunderstanding of the evidence" (p.149). Significant expansions and modifications were made to the coding scheme during the analysis process. This required the researcher to revisit transcripts to unearth more data, resulting in fruitful insights from emerging themes. Despite multiple additions and modifications, the four fundamental elements of the coding scheme underwent no substantive changes. Regarding the initial coding scheme and early analysis, the researcher conducted the analysis systematically, understanding that qualitative research does not imply randomness in handling data. On the contrary, as Robson (1993) suggests, "there are methods to systematically handle qualitative data" (p.371).

This study adhered to the researcher's predetermined early analysis strategy during the initial stages of data collection (see Appendix D). While following the early analysis plan, the researcher adopted an ecosystem theory framework, coding the data by creating a "starting list." Mile and Huberman (1994) emphasized this approach in their guide: "We prefer a method of creating temporary codes, a 'starting list,' before going into the field" (p.58). Alphanumeric codes were assigned to various categories and subcategories, providing an organized structure for data analysis. To systematically analyze the data, the researcher created an "starting list" coding based on the ecosystem theory before fieldwork. Each theme was assigned an alphanumeric code for efficient identification in the data, ensuring the systematic and consistent nature of the coding.

The significance of early analysis lies in assisting on-site personnel in forming a loop between contemplating existing data and generating strategies for

obtaining higher-quality data. The advantages of early coding, as perceived by the researcher, include initiating the coding process before interviews are completed to conduct more in-depth and thorough final interviews. This early data analysis plan helps identify important themes in advance, enhancing the quality and depth of subsequent interviews. Although NVivo software aids in organizing and sorting data, the actual analysis depends on the researcher's subjectivity. Following Cresswell (1994), suggestion interpretation of data within the software was an integral part of the analysis process. In the analysis process, the researcher began by examining codes with the highest references. If extensive, patterns in the data were sought to determine whether further classification was necessary. The researcher looked for the development of themes and sought similarities and differences in participants' statements to draw conclusions based on findings. The ongoing review of codes included all codes, and time was dedicated to examining infrequently referenced codes. This occasionally led to the discovery of thematic threads not included in the initial review. This process was tracked through annotations and providing "See Also Links." See Also Links serve as a way to connect content within NVivo by providing hyperlinks directly to the content, allowing the researcher to link significant pieces of data or note areas where certain passages warrant further exploration. The analysis in this study was a continual iterative process aimed at seeking deeper meaning of the topic, with the ultimate goal of achieving a comprehensive understanding of the data and its relation to the research question.

In conclusion, in this study, the researcher followed the early analysis plan, combining it with the ecosystem theory, initiating the process of data coding at an early stage. By creating a "starting list" and assigning alphanumeric codes, the researcher ensured the orderliness and systematic nature of the coding. This early analysis approach not only responds to the recommendations of Miles and Huberman but also provides a comprehensive and in-depth foundation for understanding the impact of cultural diversity on the research.

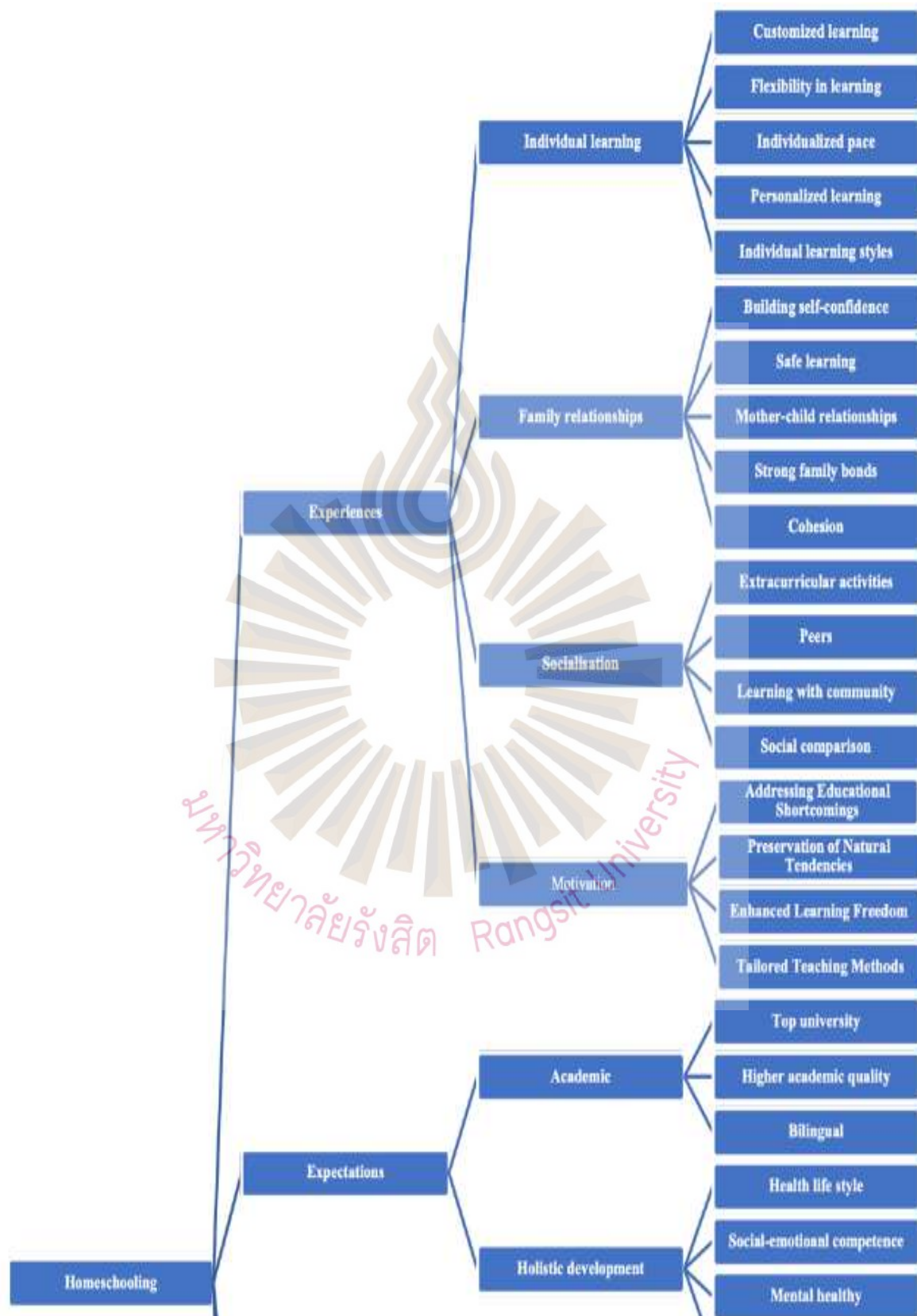


Figure 4.1 Thematic Analysis Coding Process

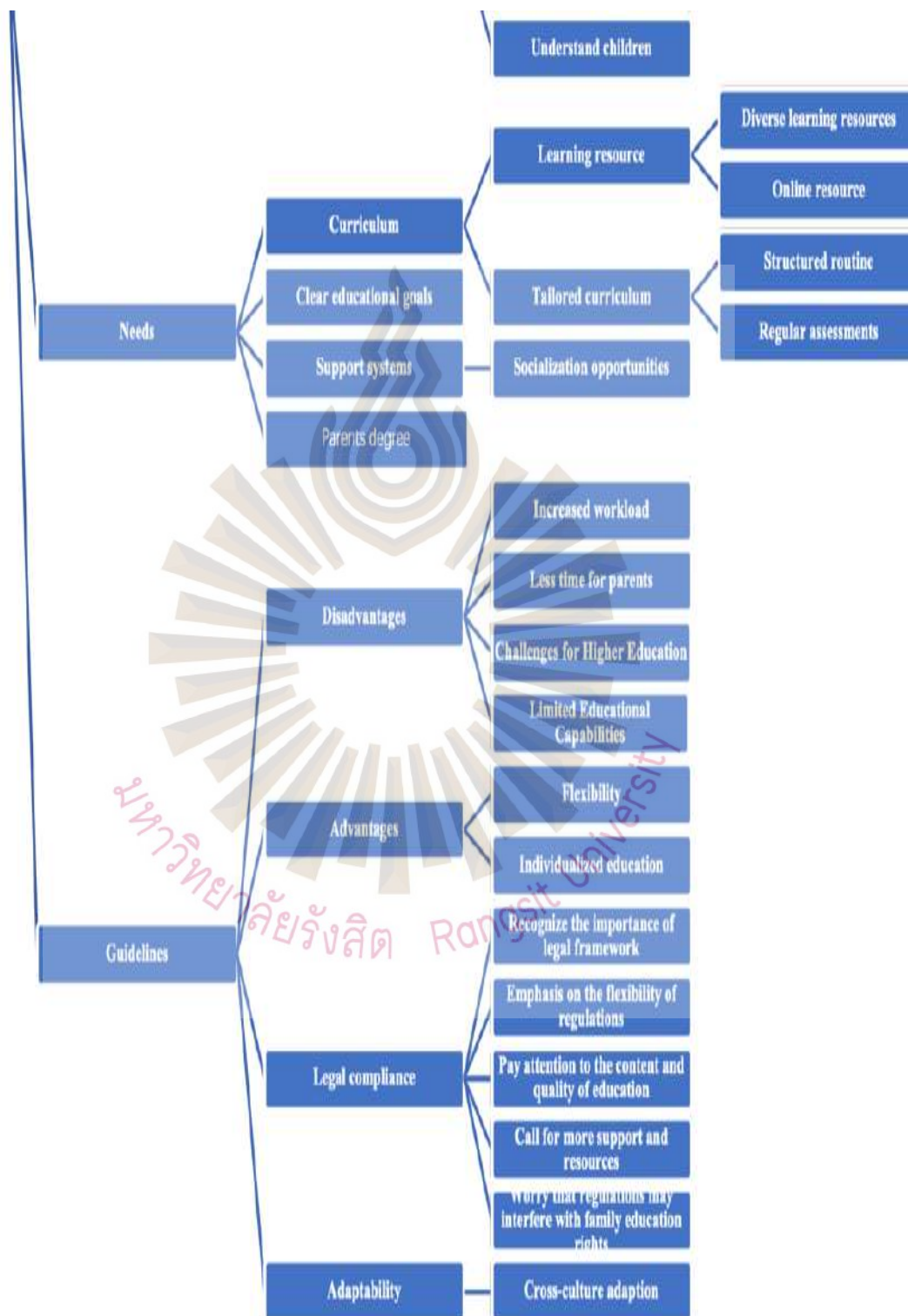


Figure 4.1 Thematic Analysis Coding Process (Continued)

4.1.2 Findings from Theme Analysis

Homeschooling is a form of education where Chinese parents take the primary responsibility for their children's learning, either on their own or with the help of tutors or online resources, rather than sending them to traditional schools. The ideology behind homeschooling can vary among families, but some common themes include personalized learning, flexibility, and a desire for a more holistic education. There are 5 questions to interview Chinese homeschooling parents who are in Bangkok which are as follows:

Research Question 1: What are the motivations and experiences of Chinese parents in Thailand who choose homeschooling?

Research Question 2: What are the initial expectations of parents when choosing homeschooling?

Research Question 3: Do specific needs emerge in the process of educating their children for Chinese parents in Bangkok, Thailand?

Research Question 4: What are the positive and negative factors that can impact the practice of homeschooling?

According to the ecosystem theory, the educational concepts and guidelines can be classified into four levels and nine themes as follows:

Part 1: Microsystem Level:

- a) Ideology of Homeschooling:
 - i. Parents' beliefs, values, and educational philosophies in choosing homeschooling.
 - ii. Core principles and objectives of homeschooling.
- b) Experiences of Homeschooling:
 - i. Impact and development of students in homeschooling.
 - ii. Challenges and successful experiences encountered by parents in the educational process.

Part 2: Mesosystem Level:

a) Expectations of Homeschooling:

- i. Parents' expectations and goals for homeschooling.
- ii. Students' expectations and attitudes toward learning at home.
- iii. Strong Family Bonds

b) Needs of Homeschooling:

- i. Resources, support, and training needs involved in homeschooling.
- ii. Specific requirements of parents and students in the educational process.

Part 3: Exosystem Level:

a) Social Perceptions and Identity of Homeschooling:

- i. Recognition and perceptions of homeschooling in society.
- ii. Influence of homeschooling on students' social identity.

b) Socialization and Group Interaction of Students:

- i. Ways in which students socialize and interact in the homeschooling environment.
- ii. Impact of homeschooling on students' social skills.

c) Legal and Regulatory Aspects:

- i. Legal framework and regulations concerning homeschooling.

Part 4: Macrosystem Level:

a) Cultural and Linguistic Diversity:

- i. Challenges and opportunities of homeschooling in a multicultural society.

b) Technology and Online Education:

- i. Application and influence of technology in homeschooling.

This classification considers the influence of different levels on the individual's learning ecosystem, ranging from the individual's learning experience and development (Individual Level) to the support systems in family and social environments (Microsystem and Mesosystem Levels), and finally to the macro level of legal and regulatory considerations (Macrosystem Level). This hierarchical classification helps understand how different levels impact and shape the individual learning experience.

4.2 Microsystem Level:

Homeschooling, a growing educational alternative, is not merely a method but a philosophy embraced by many parents seeking a personalized approach to their children's education. This article delves into the rich tapestry of homeschooling ideology, exploring the beliefs, values, and educational philosophies that drive parents' decisions to opt for this unconventional educational path. Personalized learning appeared 792 times in the interview transcripts, the most frequently mentioned, followed by safe learning, which only appeared 12 times.

4.2.1 Ideology of Homeschooling:

4.2.1.1 Parents' beliefs, values, and educational philosophies in choosing homeschooling.

The roots of homeschooling ideology lie in the deeply held convictions of parents, as expressed in interviews with homeschooling families. Chinese parents chosen homeschooling with different reasons. One parent, when questioned about the ideology of homeschooling, shared,

"It's about aligning our beliefs and values with the educational journey of our children. We want to be intimately involved in shaping their worldview and character." (C. Liang, personal communication, April 27, 2023)

Parents who homeschool generally consider personalized learning as a significant advantage in home education,

"Homeschooling provides us with a greater space for personalized learning. Each child has different learning styles and interests, which may be overlooked in traditional schools. In the home environment, we can create learning plans based on each child's unique needs, stimulate their interests, and cultivate their strengths. This personalized approach helps to ignite motivation for learning and fosters independent learning skills." (G. Li, personal communication, May 3, 2023)

Personalized learning emphasizes creating teaching plans based on each child's personality, interests, and learning style to provide a more targeted learning experience. This method contributes to igniting children's motivation for learning and cultivating their ability to learn independently:

"Personalized learning allows us to delve deeper into understanding our children's interests and talents. We can design targeted learning projects to help them explore their areas of interest more profoundly. This not only promotes specialization in specific areas but also nurtures a profound understanding of knowledge. In comparison to the one-size-fits-all approach in traditional schools, homeschooling allows us to better uncover and develop each child's unique potential." (D. Qiao, personal communication, April 22, 2023)

One Chinese mother crying about her son's experience in China:

"Due to his less-than-satisfactory academic performance, his schoolteachers have shown a lack of appreciation towards him. Additionally, my son has struggled to make friends at school. Despite being just a second-grade student, he dedicates substantial time every day to completing homework, often

working until late at night. Despite his consistent efforts, his academic scores remain unsatisfactory." (J. Zhang, personal communication, April 24, 2023)

The term "exam-oriented education" is a shorthand reference to the phenomenon where admission or advancement opportunities are solely determined by exams. More precisely, it is a concise term for an educational practice that allocates limited educational resources based solely on competitive exam scores. This form of competition goes against the need for the comprehensive development of students and deviates from the realistic demands of society, thus facing widespread criticism. She gave up her job and chose to homeschool, a decision born out of necessity:

"After being introduced to a new educational environment by my friends, I decided to teach him by myself. Since then, he has experienced a significant improvement. It appears that he has developed a newfound interest in his studies. According to him, I tailor my approach to his individual needs, using diverse methods to help him comprehend the lesson content. This personalized teaching style has relieved him of academic pressure, contributing to a more positive learning experience." (J. Zhang, personal communication, April 24, 2023)

She had never considered taking her child out of school until she noticed something was wrong with her daughter.

"Every morning, she would cry and ask if she could skip school," she said. After discussing with her husband, they decided to communicate with the school, citing the child's health issues, to retain her enrollment and let Beibei try homeschooling. This mother chose to resign from her job and stay at home to guide her child's learning. When her husband asked her, "Are you ready?" Wang Fang replied, "I would rather do this than see our child cry every day." (X. Wang, personal communication, May 7, 2023)

Parents believe that in traditional schools, the pressures of class size and standardized teaching often make personalized learning challenging. In homeschooling, parents can more flexibly adjust teaching methods based on the child's learning progress and needs. Furthermore, parents highlight that personalized learning helps to delve into and cultivate their children's interests and talents.

By designing targeted learning projects, parents can gain a deeper understanding of their children's potential, providing a more profound learning experience. This personalized focus contributes to the specialization of children in specific areas, laying a solid foundation for their future careers and academic success. Therefore, parents who homeschool generally view personalized learning as an effective means of providing high-quality education, some parents mentioned that:

"Homeschooling provides us with a great deal of flexibility in learning. Each child has different learning styles and interests, which may be overlooked in traditional schools. In a home environment, we can tailor learning plans based on each child's unique needs, sparking their interests and cultivating strengths. This personalized approach contributes to fostering motivation and self-directed learning skills." (O. Liu, personal communication, April 27, 2023)

"Flexible learning is more achievable in homeschooling. If a child encounters difficulties in a particular subject, we can adjust the teaching methods on-the-fly, providing additional learning time or utilizing different materials. This kind of personalized flexibility is hard to achieve in traditional schools, where teaching is often rigid and less tolerant of change." (X. Wang, personal communication, May 7, 2023)

School education, especially the examination-oriented approach, often restricts the flexibility of children's learning, leading to a range of issues such as poor academic performance, a dislike for learning, and other related challenges. The rigid learning methods in traditional schools have generated discontent among many parents who are eager to change this situation. Some families

choose to move away from China to other countries for their children's education, aiming to avoid the pressures of exam-oriented education. However, during the pandemic, they had to resort to homeschooling and surprisingly found it to be a joyful experience for their seven-year-old children. A father from Shanghai shared his experience of preparing his daughter for admission to a prestigious school, expressing surprise at the competition during the "幼升小" (transition from kindergarten to primary school) exams. He described :

“The exam scene as tense, with anxious parents and solemn-faced children, resembling a job interview. Quoting another father, Teng long, he emphasized that ‘school is like a wall, and only through homeschooling can children truly connect with society and experience life.’ Teng long aspires to provide an education that allows children to grow freely.” (Q. Hua, personal communication, May 13, 2023)

A mother shared her experience of taking her child to primary school admission exams, realizing the potential stress it could cause, especially when the child felt heartbroken after not passing an exam.

"From witnessing my son's learning process, I saw how the current education system strangles a young soul, almost sacrificing the child's growth potential. There's only one choice – to follow a pattern, a mold, regulating every step and process. Some children adapt naturally to this mechanized industrial production process, which is fortunate. Unfortunately, my son doesn't fit in; almost every day, he struggles to complete assignments on time, and every exam is a struggle to pass. Each time after an exam, I was scolded by teachers in front of many other parents. Faced with the teacher's scolding, I couldn't accept it.

On the other hand, the process of learning for the child is like doomsday. I saw online that some children, fearing homework, chose to commit suicide by jumping off a building. It's chilling. Many of us are adults, and when you

stand on a high building looking down, how many dare to jump? Let alone such vulnerable children. To avoid homework, he chose death, chose to jump off." (Q. Peng, personal communication, May 17, 2023)

In the face of intense competition during the transition from primary to secondary school, the atmosphere of compulsory education is filled with brutal competition. Schools become walls, while homeschooling allows children to truly connect with society and experience life. Some parents hope to provide their children with an education that allows for free growth by participating in various activities and experiencing the real world. A parent who was from Beijing, the capital city said,

"I've always aimed to reduce the academic burden on my child, but the results aren't obvious. I want my child to grow healthily, happily, and gently, without excessive pressure." (N. Jiang, personal communication, May 1, 2023)

Another parent emphasized the need for education to return to nature, stating that nature is in line with children's nature, allowing them to grow freely. Another father mentioned that:

"The learning speed at home is faster than in school. He teaches his son English, ensuring exposure to both Chinese and Western literary classics. He believes that homeschooling can comprehensively nurture children." (D. Qiao, personal communication, April 22, 2023)

A father from Beijing brought his child back home due to dissatisfaction with the education environment. He expressed his frustration with the education system, stating that it strangles a child's soul and eliminates the possibility of free growth.

"Teacher found my son made a mistake in a math problem, and he circled the wrong answer with a powerful stroke, tearing through six sheets of paper.

You can imagine the teacher's mood at that time. From the teacher's behavior, I saw the most frightening thing in our education – the lack of love, the absence of compassion.

If education lacks love, it lacks a soul. We used to consider teachers as engineers of human souls, but now, what happened to these 'engineers'? They've become tools, cold tools of education, driven by an invisible force. If you throw a child into such an atmosphere, handed over to such teachers for cultivation and shaping, I don't know what my son's future will be molded into." (G. Li, personal communication, May 3, 2023)

Another family practices autonomous learning, with parents discussing learning content and progress with the child, emphasizing diverse and inspiring teaching methods. They involve the child in decision-making to foster their initiative and sense of responsibility. The entire learning process is built on a foundation of dialogue and trust. In conventional school systems, teaching often emphasizes exam results and standardized subject education, which may not cater to the learning styles and abilities of every student.

This exam-oriented education model makes it difficult for students to experience the joy of learning and the cultivation of creative thinking while dealing with the stress of exams and a heavy academic workload. Due to the monotonous teaching methods, some students may feel a loss of the ability to engage in self-directed learning and lack a profound understanding of knowledge, one Chinese mother said:

"Homeschooling allows us to adjust teaching plans based on the child's interests and learning progress. Sometimes, a child may show a strong interest in a specific topic, and we can delve deeper without being restricted by the fixed curriculum of traditional schools. This flexibility encourages more exploratory and in-depth learning." (C. Liang, personal communication, April 27, 2023)

Some moms have been sharing their reasons for choosing homeschooling in China. One mom reflected on the situation two years ago when the pandemic broke out:

"When the pandemic hit, I brought my child to Bangkok. Unable to contact the school, my child had to study at home. We found that homeschooling was feasible, learning from our Western neighbors. My child has been persevering. This year, my child's dad also came over, so I went to work, and he stayed at home to accompany our child's learning. Our son mainly self-studies, copying the curriculum from the school in China, or using online schedules to plan his studies." (Z. Sun, personal communication, April 20, 2023)

Some moms expressed protest against the state of education in China:

"The education system has gone awry; children lack sleep and exercise, affecting both their physical and mental well-being. In such an environment, children will be harmed." (C. He, personal communication, May 2, 2023)

Another mom mentioned first-grade children, pointing out that the school excessively focuses on extensive practice and review, deeming such repetition unnecessary for such young kids. Parents widely discussed the drawbacks of exam-oriented education, stating that international school tuition is high, and homeschooling can save a significant amount of money, relieving children from excessive academic pressure. Some parents said,

"In China, mastering relevant knowledge doesn't necessarily lead to good grades; one also needs the skills to take exams. Exams have evolved into a separate discipline, requiring comprehensive exam training." (Z. Sun, personal communication, April 20, 2023)

"In China, teachers typically consider students' grades as the sole criterion for evaluating their quality, placing grades in the highest regard. However, I believe grades should be the least important factor among a student's habits, physical fitness, moral character, and learning abilities. In my view, grades should only be in a secondary position." (D. Li, personal communication, May 9, 2023)

Unfortunately, in China's educational system, grades are often treated as the sole criterion for judging students' strengths and weaknesses.

Some moms emphasized that teachers overly emphasize grades, believing that grades occupy an excessively important position in evaluating students, while students' habits, physical fitness, moral character, and learning abilities should be equally important. They reflected on the strict restrictions on students' lives in Chinese schools, such as controlling water intake and limiting restroom time.

Another mom shared her child's experience studying abroad, pointing out that children abroad have more free time, can play sports and games, and enjoy the sunshine. In contrast, Chinese children lack these experiences. She said,

"In the atmosphere of educational panic, the most pitiful are the children, who lack many experiences now, and these experiences are crucial throughout one's life." (Q. Hua, personal communication, May 13, 2023)

A parent told me about the heavy academic burden of China's graduating class (students transitioning from primary to secondary school):

"Physical education class time is squeezed, and more time is spent on studying math and foreign languages. This makes children frustrated when doing homework at home, sometimes lamenting that other subject teachers have taken up the time for physical education. One day, he even exclaimed to me how fortunate the kids abroad are, playing sports and games all day, and

even sunbathing in the sun. This made me think, why not consider overseas education, allowing children to have a more free, diverse learning experience. So, we chose to come to Thailand." (F.Nie, personal communication, May 14, 2023)

In the current educational atmosphere, the most worrying aspect is the situation of the children. What should have been a happy childhood has turned into a tense academic competition, depriving them of many essential experiences.

"Twenty years ago, skills like playing musical instruments, dancing, and art were seen as 'talents' for a few children. Only those showing innate abilities would be sent to specialized training classes. However, today, these skills have become compulsory courses, with every parent demanding their child master various skills, the more, the better. In the parents' mindset, children must acquire every possible skill that could give them an advantage in future competition." (C. He, personal communication, May 2, 2023)

For many Chinese primary and secondary students, they have just finished what is known as the 'third semester,' whether it's for 'remedial' or 'advanced' studies. Summer vacation becomes their only time without holidays. This reflects the children's reflections on summer vacation life, lacking many normal life experiences. This educational pressure and anxious atmosphere are unfortunate for the children, who should be enjoying carefree childhoods. The Chinese mothers believe that Chinese students focus too much on academics, missing out on many experiences.

Homeschooling, in contrast, makes learning more relaxed, allows children to learn more, makes them physically stronger, and makes them braver and more willing to play with other kids around them. In this context, Chinese parents have begun to question traditional school education and express a desire for change. They hope to see a more flexible and personalized learning environment that can better meet the unique needs and academic interests of each child.

This desire for change reflects dissatisfaction with the current school education model and a pursuit of more comprehensive and innovative learning approaches. Therefore, parents are willing to seek and support educational models that provide a more flexible learning experience to help their children develop and realize their full potential.

4.2.1.2 Core principles and objectives of homeschooling.

Parents embarking on the homeschooling journey often find themselves motivated by a set of core beliefs and values. These may include a desire for a more individualized and flexible learning environment, a wish to instill specific cultural or religious values, or concerns about the limitations of traditional schooling. In an interview, a homeschooling parent expressed,

"Our choice to homeschool stems from our belief that education should be a holistic experience, tailored to our child's unique needs and interests. It's about fostering a love for learning and providing an environment that nurtures their individuality." (N. Jiang, personal communication, May 1, 2023)

In modern China, parents are no longer satisfied with their children receiving traditional Chinese-style education. They aspire to see their children develop comprehensively, face a broader world, and not just excel academically. Social skills and physical development have gained significant attention from parents, reflecting a broader perspective on their children's growth, parents have different views:

"Homeschooling plays a crucial role in holistic development. It allows us to focus not only on academic achievements but also on the overall growth of our child. We can incorporate life skills, emotional intelligence, and physical activities into their daily learning routine, ensuring a more well-rounded and balanced development." (X. Li, personal communication, May 16, 2023)

"In homeschooling, holistic development is a priority. We can dedicate time to instill values, character building, and social skills, which might not be emphasized enough in traditional schools. This approach ensures that our child grows not just academically proficient but also as a compassionate and socially adept individual." (Z. Zhu, personal communication, May 22, 2023)

"Holistic development is a cornerstone of homeschooling. Beyond academic subjects, we integrate art, music, and physical activities into our curriculum. This helps in nurturing creativity, emotional well-being, and physical health. Traditional schools often focus solely on academic achievements, neglecting these essential aspects of a child's development." (T. Zeng, personal communication, May 27, 2023)

Holistic development is considered a fundamental aspect of the education process. Parents highlight that the flexibility of homeschooling allows them to go beyond traditional academic subjects and incorporate various elements such as life skills, values, arts, and physical activities into their child's learning journey. The emphasis on holistic development is seen as a response to perceived shortcomings in traditional school systems, which may prioritize academic achievements over the broader aspects of a child's growth. Homeschooling, according to these parents, provides a more comprehensive and personalized approach, aiming to nurture well-rounded individuals equipped with not only academic knowledge but also practical life skills, emotional intelligence, and a sense of social responsibility.

In conclusion, the ideology of homeschooling is a mosaic of parents' deeply rooted beliefs, values, and educational philosophies. Through interviews with homeschooling families, we catch a glimpse of the passionate commitment these parents have towards shaping their children's educational journey. Homeschooling is not merely an educational choice, but a lifestyle rooted in a profound belief in the transformative power of personalized, values-driven education. As more families embrace this ideology, homeschooling continues to evolve,

challenging traditional notions of education and offering a unique and empowering path for families seeking a personalized approach to learning.

4.2.2 Experiences of Homeschooling

In their past experiences, parents mentioned strong family bonds the most, which appeared 821 times. Parents marveled at the harmonious relationship between their children and parents after homeschooling, which was unimaginable in traditional Chinese schools. Extracurricular activities appeared 731 times. Parents proudly shared that they provided extracurricular activities for their children, which not only ensured their children's physical health, but also played an employer role in their children's socialization. The least mentioned thing was companions, which appeared only 77 times. Parents explained that since the children in extracurricular activities were all children of the same age, they did not lack peers.

4.2.2.1 Impact and development of students in homeschooling.

Parents consistently highlight the positive impact of homeschooling on their children's perspectives (Sheng, 2018). The ability to customize the learning experience based on individual interests has resulted in increased engagement and genuine enthusiasm for education. Parents observe a shift from rote memorization to a deeper understanding of concepts, emphasizing critical thinking skills:

"Homeschooling has had a profound impact on my child's perspective. They are more engaged in learning, and the ability to tailor the curriculum to their interests has sparked a genuine enthusiasm for education. It's evident in their curiosity and the way they connect learning to real-life experiences." (Q. Peng, personal communication, May 17, 2023)

The flexibility of homeschooling is seen as a catalyst for developing a broader worldview. Children are not limited to a rigid curriculum, enabling them to explore diverse subjects and fostering creativity. The emphasis on

understanding the 'why' behind information suggests a more profound learning experience, preparing students for a lifelong journey of curiosity and continuous learning.

"I've observed a positive transformation in my child's perspective since we started homeschooling. They are not just memorizing information; they are understanding the 'why' behind it. This reflective approach is shaping them into critical thinkers, fostering a lifelong love for learning." (O. Liu, personal communication, April 26, 2023)

In summary, parents perceive homeschooling as a catalyst for positive development in their children's perspectives, emphasizing engagement, critical thinking, and a holistic approach to education.

a) Motivation and successful experiences encountered by parents in the educational process.

All parents consistently voiced concerns about their children's challenges within traditional educational settings. Those who chose an alternative approach, where mothers took on the role of educators at home, observed their children grappling with the examination-centric methods prevalent in conventional schools. Parents collectively expressed dissatisfaction with standardized teaching approaches that prioritize achieving above-average grades, neglecting the vital aspect of tailoring education to individual interests and learning needs.

Illustrating this sentiment is the experience of a middle-class mother. She provided insights into her decision to withdraw her 9-year-old son from a prestigious primary school in Shanghai, opting to personally educate him at home. Despite his strong academic performance in elementary school, the transition to Grade 3 brought about heightened competition among subject-focused classmates, leading to her son's discontent, she talked about her story:

“Certainly. At the end of the last term, my son made remarkable progress academically. However, it was during our celebration of his achievements that he suddenly expressed deep frustration and dissatisfaction with the constant emphasis on scores and competition at his school. It was a moment of realization for me as a parent that his well-being and joy in learning were compromised in that environment.” (X. Li, personal communication, May 16, 2023)

Another mother gives a reason why they choose homeschooling:

“I chose homeschooling because it offered the flexibility to tailor his education to his unique needs. I wanted to create a more holistic and fulfilling educational experience for him. It became clear that traditional schooling wasn't providing the environment he needed to thrive, so I decided to take an active role in teaching him at home.” (H. Wang, personal communication, May 25, 2023)

And she gave the experience about her homeschooling journal:

“It's been transformative. The focus is not just on academic achievements but on understanding and enjoying the learning process. We explore topics based on his interests, and the emphasis is on his overall development rather than just grades. Homeschooling has allowed him to rediscover the joy in learning, and I believe it's fostering a more holistic approach to education.” (H. Wang, personal communication, May 25, 2023)

Finally, the researcher asked one question “In retrospect, do you believe homeschooling was the right decision for your son?” She gave the awesome answer as:

“Absolutely. The change in his perspective and the joy he has found in learning are invaluable. It affirmed that prioritizing his overall well-being and creating a holistic educational experience were the right priorities. Homeschooling has given him the space to grow academically and personally, and I have no regrets about the decision.” (H. Wang, personal communication, May 25, 2023)

Parents unanimously believe that choosing homeschooling is a wise decision, both for their children and themselves. They see it as not only in the best interest of their children but also aligned with their own family values and educational philosophies. In this educational approach, they can better cater to the individualized learning needs of their children, providing them with a more nurturing and profound educational experience.

4.3 Mesosystem Level

4.3.1 Expectations of Homeschooling

4.3.1.1 Parents' expectations and goals for homeschooling.

In-depth interviews with parents regarding their expectations and goals in homeschooling highlight the core values of personalized learning and holistic development. Parents emphasize that homeschooling provides a greater space for personalized learning, allowing the creation of tailored learning plans based on each child's unique needs, igniting interests, and cultivating strengths. Flexibility is another crucial factor valued by parents who believe that, in a home environment, it is easier to adjust teaching methods to accommodate different learning styles in various subjects. This flexibility is often challenging to achieve in traditional schools where classrooms typically follow a fixed schedule.

In the interviews, parents have articulated clear expectations and goals for homeschooling, reflecting their concerns for the holistic development of their children and the need for personalized educational approaches:

"Our main expectation is to provide a personalized and flexible learning environment for our child. We want to tailor the curriculum to match his interests and pace of learning." "Our primary goal is not just academic success but holistic development. We aim to instill a love for learning, foster critical thinking skills, and ensure he has a well-rounded education that goes beyond traditional subjects." (C. He, personal communication, May 2, 2023)

Parents emphasize the ease of flexible adjustments in teaching methods within homeschooling, enabling personalized teaching arrangements based on their children's learning styles across different subjects. Positive thing and nurturing learning environment is come to parents' mind, not only academic scores also social-emotional competence. One mother who hold PhD mentioned that:

"Flexibility is a key expectation for us. We want the freedom to explore various teaching methods and adjust the learning schedule based on our child's needs." "Our goal is to create a positive and nurturing learning environment. We aim to focus on character development, values, and life skills alongside academic achievements." (R. Xia, personal communication, May 20, 2023)

Parents expect homeschooling to provide a more extensive personalized learning space for their children, allowing tailored learning plans based on unique needs, fostering interests, and cultivating strengths. One mother mentioned about individualized pace of learning, she mentioned as:

"We expect homeschooling to provide a more adaptable and individualized pace of learning. Our child should have the opportunity to delve deep into subjects that interest him." "Beyond academic goals, we want our child to

develop strong critical thinking abilities, effective communication skills, and a passion for continuous learning. Homeschooling allows us to prioritize these aspects." (J. Zhang, personal communication, April 24, 2023)

Parents believe that homeschooling allows them to gain a deeper understanding of their children's interests and talents, cultivating specialized skills and profound knowledge through targeted learning projects. Parents' primary goal is not only academic success but also the comprehensive development of their children, including fostering a love for learning, critical thinking abilities, and a holistic education beyond traditional disciplines. Parents aspire to create a positive and beneficial learning environment, focusing on character development, values establishment, and the cultivation of life skills. Parents value homeschooling as an opportunity to better prepare their children for the future, adapting to challenges and opportunities in the real world.

4.3.1.2 Students' expectations and attitudes toward learning at home.

In-depth interviews with parents revealed the shared expectation of children for personalized learning. Parents generally believe that children expect a personalized learning experience. Personalized learning allows them to tailor learning plans based on interests, subjects, and learning styles, making education more engaging. One of the parents from the interview, mentioned her daughter expect for personalized learning:

"She is really happy with homeschooling, no stressful, no crying a lot! At least not sick or fever in hospital long time. Our child hopes that homeschooling can better align with his interests. She loves science and art, so we aim to customize a personalized learning plan to spark her enthusiasm for learning." (R. Xia, personal communication, May 20, 2023)

Parents pointed out that children have expectations for flexible learning in homeschooling. They hope that homeschooling provides easier adjustments to teaching methods, adapting to each child's learning style in different subjects, and delivering a more personalized education, the mother who is housewife at home said:

"For us, flexibility is key. He is quite good at home. He said he is enjoying with us study at home. We want the freedom to explore different teaching methods and adjust learning plans based on our child's needs." (C. He, personal communication, May 2, 2023)

Chinese parents emphasized that children expect them to gain a deeper understanding of their interests and talents. They believe that this can be achieved through targeted learning projects, cultivating their children's professional capabilities:

"We feel that in homeschooling, we can gain a deeper understanding of our child's interests. This can be achieved through targeted learning projects, cultivating our child's professional capabilities and a profound understanding of knowledge." (T. Zeng, personal communication, May 22, 2023)

Parents believe that children expect to create a positive and beneficial learning environment. They focus on character development, establishing values, and cultivating life skills. Parents unanimously agree that children expect homeschooling to facilitate holistic development. Their main goal is not only academic success but also fostering critical thinking, creativity, and a comprehensive education that goes beyond traditional subjects.

4.3.1.3 Strong Family Bonds

Homeschooling is not just an educational choice but also a lifestyle that profoundly influences family relationships and atmosphere. One mother mentioned that homeschooling has had a positive impact on parent-child relationships,

reducing arguments and creating a more peaceful environment at home. The child's emotions have gradually stabilized, contributing to a more harmonious family dynamic.

Describing herself as low-key and composed, the mother initially shared her idea, stating that it originated from observing many Ivy League students who succeeded in entering top-tier universities after homeschooling abroad.

“She pointed out the challenges “in the Chinese education system, where lower-grade students face late-night homework and limited activity time, while higher-grade students experience even heavier workloads. Emphasizing the negative impact of excessive focus on exams.” (W. Wang, personal communication, May 21, 2023)

She believed that cultivating a child's self-study abilities could alleviate unnecessary struggles. Highlighting the burden of homework and pressure from the current education system, the mother expressed concerns about:

“The intense competition, with teachers shifting teaching responsibilities to parents. This situation created significant stress and strained parent-child relationships, leading to yelling and occasional physical discipline.” (W. Wang, personal communication, May 21, 2023)

After transitioning to homeschooling, the mother and child experienced a shift in their relationship dynamics, with reduced arguments and a more serene atmosphere. The child's emotional well-being improved gradually, contributing to a more harmonious family life. The mother found solace in the decision to homeschool and witnessed positive changes in her child within a more relaxed learning environment.

In the process of organizing and implementing the curriculum, parents believe that the greatest achievement lies in building parent-child relationships.

This relationship is primarily reflected in the close bond between children and parents. Through daily interactions and activities like parent-child reading sessions, a strong communication and intimacy are established between children and parents.

"We have an hour of 'parent-child reading' every day, which is the main segment for parents and children to share, interact, and communicate. During this process, we observe the child's high sensitivity to whether the parent's companionship is sincere, whether it is driven by the motivation to complete tasks, or if they are genuinely learning together. If the child senses that the parents are only pressuring her to complete tasks, she may not enjoy the reading process. However, if she feels that the parents are genuinely enjoying the companionship and learning process throughout, the child will also experience emotional joy from it." (L. Ye, personal communication, May 30, 2023)

By actively involving parents in the selection of materials and decision-making, homeschooling has fostered a collaborative approach, contrasting with the authoritarian style of the Chinese education system. This collaborative experience has deepened parent-child relationships, nurtured the child's interest in learning, and enhanced mutual trust and respect. In conclusion, homeschooling provides a conducive environment for improving parent-child relationships, allowing family members to understand, support, and care for each other on a deeper level.

4.3.2 Needs of Homeschooling:

4.3.2.1 Resources, support, and training needs involved in homeschooling.

Research has revealed that many parents have not undergone formal training but have instead relied on their own exploration and learning from others' experiences. Some parents are educators themselves, while others with no prior

experience are learning and teaching simultaneously. A mother, born in the era of high school education, expressed it this way:

"We didn't receive formal training initially. Before deciding to homeschool our child, we consulted experienced parents for basic guidance. Then, we mainly educated through reading relevant educational books, participating in online educational communities, and exploring through practice." (C. Liang, personal communication, April 27, 2023)

This seems like a practical learning approach. When asked about the challenges faced during her learning journey and borrowing experiences, she responded:

"Challenges certainly existed. Firstly, there were times when I felt insufficiently confident, worrying about whether I could guide my child's learning correctly. Secondly, the abundance of information sometimes made me feel a bit overwhelmed. However, we found that through interacting with other homeschooling parents, sharing experiences, these challenges gradually became manageable." (Z. Sun, personal communication, April 20, 2023)

Researcher found that Chinese parents gain support and inspiration through interactions with other parents. While borrowing experiences, they share their interactions with other families. Moreover, they believe that in the process of only considering theories, practical experiences are more valuable:

"The most helpful aspect is likely understanding the practical operational experiences of different families, knowing how other parents deal with similar issues. Sometimes, simple real-life examples are more specific and practical than theoretical knowledge." (W. Wang, personal communication, May 21, 2023)

In the homeschooling process, parents are evolving through their individual exploration, constantly adjusting and refining their educational approaches by borrowing from previous experiences. Throughout the journey of teaching materials and practical teaching, parents encounter various difficulties and diverse needs.

a) Specific requirements of parents and students in the educational process.

We discussed the challenges and experiences of finding various learning resources in homeschooling. Some parents, who are not entirely focused on homeschooling, expressed challenges in providing learning resources, with time being the primary constraint. Due to the demands of work, parents must dedicate a significant amount of time to sift through and find suitable materials and tools. A working father expressed,

"Indeed, we faced some challenges in finding learning resources. Firstly, time is a major issue. After work, we have to spend a lot of time filtering and searching for appropriate materials and tools. We try to use weekends and evenings to explore different materials and learning resources. This includes searching online for recommendations, reading reviews, and sometimes trying them out to see if they suit our child's learning style. Of course, there are instances where we tried some recommended online learning platforms, only to find they didn't meet our expectations. But there were also some completely unexpected, good resources, such as interesting subject-specific applications that sparked our child's interest." (Q. Hua, personal communication, May 13, 2023)

To address time pressure, parents attempt to utilize weekends and evenings to research various educational materials and learning resources. This involves seeking recommendations online, reading reviews, and sometimes personally experimenting to confirm suitability for their child's learning

style. While these efforts demand additional dedication and diligence, parents believe it is a necessary step to ensure the provision of high-quality learning resources.

During the trial and selection process, parents encountered both unexpected positive resources and negative experiences. Sometimes, recommended online learning platforms did not meet their expectations. However, there were also entirely unexpected positive resources, such as engaging subject-specific applications that successfully sparked their child's interest. In conclusion, parents advise others not to fear trying new things. They emphasize that trial and error are normal, and sometimes a small application or a book can become a crucial tool for their child's learning. Additionally, parents recommend making the most of online communities and tapping into the experiences of other parents who may offer valuable recommendations and advice, facilitating better choices of learning resources for their children. Through this interview, we gain a deep understanding that, in the process of homeschooling, parents not only need to manage time pressures but also navigate the challenges of resource selection.

4.4 Exosystem Level

4.4.1 Social Perceptions and Identity of Homeschooling

4.4.1.1 Recognition and perceptions of homeschooling in society.

Homeschooling, as an educational choice, has attracted widespread attention and diverse opinions from society. Through in-depth interviews, we can gain insight into the societal attitudes towards homeschooling, encompassing both support and skepticism.

Firstly, a portion of society holds a positive stance towards homeschooling. Advocates believe that homeschooling provides a more personalized learning environment, fostering independent thinking, creativity, and problem-solving

skills in students. They emphasize that homeschooling offers a flexible learning schedule and allows for in-depth subject exploration, contributing to comprehensive individual development. Additionally, some supporters argue that homeschooling enhances family relationships, strengthens parent-child communication, and transforms the home into a warm and nurturing learning environment.

However, there are also reservations and skepticism voiced in society regarding homeschooling. Some express concerns that homeschooling may lead to a lack of social opportunities for students, causing them to miss out on the collective learning and teamwork experiences found in traditional school environments. Others worry about whether homeschooling parents possess sufficient educational experience and professional knowledge to ensure a well-rounded education for their children. Furthermore, skeptics suggest that homeschooling might result in social disconnection for students, potentially impacting their ability to adapt to society in the future. During focused interviews, parents expressed diverse perspectives on homeschooling in both Chinese and international contexts, shedding light on various concerns:

"In Chinese society, I believe the perception of homeschooling remains relatively traditional. Many view formal schools as crucial environments for a child's normal growth, positively influencing socialization and knowledge acquisition. In foreign societies, there seems to be greater acceptance and respect for homeschooling. Some countries even have more flexible regulations supporting parental choices for homeschooling, considering it a means to better meet the individualized needs of children." (Q. Hua, personal communication, May 13, 2023)

"In China, some individuals may worry that homeschooling cannot provide sufficient social opportunities, and children might miss out on collective experiences and competitive atmospheres in school education. Foreign societies may be concerned that homeschooled children could lack social skills and teamwork experience due to the absence of corresponding exercises

in traditional school environments." (C. Liang, personal communication, April 27, 2023)

"In China, I believe that as educational philosophies diversify and parental demands for personalized education increase, the acceptance of homeschooling may witness an upward trend. Abroad, with technological advancements and the widespread adoption of online education, the trend of supporting homeschooling is likely to continue strengthening." (G. Li, personal communication, May 3, 2023)

In conclusion, societal views on homeschooling are diverse. Supporters and skeptics present their respective reasons and concerns. A deeper understanding of societal perspectives on homeschooling contributes to a more comprehensive awareness of this educational phenomenon, providing valuable insights for future educational policies and practices.

4.4.1.2 Influence of homeschooling on students' social identity.

When researcher discusses the impact of homeschooling on students' social identity, it can be described as a double-edged sword. On the one hand, homeschooling may result in less interaction with peers, posing challenges to the development of social skills. On the other hand, students have more time for self-directed learning and participation in community activities, contributing to the cultivation of independence and leadership. Chinese parents, during focused interviews, analyzed their experiences and perspectives on this matter:

"I feel that homeschooling reduces the social opportunities for children to interact with peers. In school, children have more classmates and friends, while in homeschooling, these opportunities are relatively fewer." (X. Wang, personal communication, May 7, 2023)

When asked about the impact of this reduced social opportunity on the social identity of homeschooled children, several mothers provided different insights:

"There is some noticeable impact. I have observed that sometimes the child may feel lonely, especially in social activities, and may appear a bit reserved. But on the other hand, he also becomes closer to the family, and our relationship is more intimate." (Z. Sun, personal communication, April 20, 2023)

"... I think homeschooling makes children more independent and less influenced by peer pressure. He has more time to focus on his interests at home, which actually makes him more confident in interacting with classmates. There is some concern, but I believe that through other social opportunities, such as social clubs and community activities, he can still develop excellent social skills. Homeschooling gives us more flexibility to choose the social circles our child participates in freely." (D. Li, personal communication, May 9, 2023)

Another mother conveyed her child's feelings about homeschooling:

"I feel a bit lonely in homeschooling because there aren't as many classmates around. But I also like having more time to focus on things I'm interested in without being distracted by classmates. Although I may miss some opportunities for teamwork, I joined some social groups and participated in community activities while homeschooling, and I also learned a lot of social skills." (W. Wang, personal communication, May 21, 2023)

Parents expressed the view that homeschooling reduces their child's social opportunities with peers, potentially leading to feelings of loneliness and reserved interaction with peers. However, they also highlighted a positive impact,

emphasizing that homeschooling strengthens the bond between the child and the family. This suggests that homeschooling's impact on students' social identity can be complex, presenting both challenges and opportunities.

4.4.2 Socialization and Group Interaction of Students

4.4.2.1 Ways in which students socialize and interact in the homeschooling environment.

Parents actively create supportive networks by organizing regular gatherings with other homeschooling families. Group projects and learning pods promote collaboration and teamwork, enhancing the sense of belonging. Utilizing technology, children engage in virtual study sessions, connecting not only locally but also globally, broadening their social horizons. When researcher asked parents how they promote their children's socialization in the homeschooling environment, they said:

"We actively participate in local homeschooling groups where children can engage in various activities, such as field trips, sports, and collaborative projects. Additionally, we encourage children to participate in community events, clubs, and extracurricular activities to expand their social circles beyond homeschooling." (H. Wang, personal communication, May 25, 2023)

Beyond traditional methods, homeschooling parents leverage diverse avenues for socialization. Co-op classes, online forums, and discussion groups provide spaces for academic engagement and collaboration.

Field trips, community service, and extracurricular activities contribute to a well-rounded social development by exposing children to different age groups and fostering social skills. In addition, parents resonate with the role of social platforms because the promotion of social platforms and various community forums

and discussion groups has helped children find friends who share their common interests:

"Social media has also played a role; our children connect with peers online, discussing topics of common interest and even participating in virtual study groups. Although this method differs from the traditional school environment, we believe these diverse social avenues contribute to comprehensive social development." (F. Nie, personal communication, May 14, 2023)

Parents engaged in homeschooling adopt diverse strategies to facilitate socialization for their children. Despite the misconception that homeschoolers lack social opportunities, these interviews reveal intentional efforts by parents to foster robust social interactions. Lastly, parents also mentioned:

"When homeschooling, nurturing friendships often requires consciously planning and scheduling playtime to ensure meaningful social interactions for our children. Our kids regularly engage with diverse homeschooling families through organized cooperative courses, where they learn together and build friendships." (D. Qiao, personal communication, April 22, 2023)

In navigating the homeschooling landscape, parents emphasize quality over quantity in social interactions. By participating in local events, service projects, and extracurricular activities, children develop strong social connections and a sense of civic responsibility. These intentional efforts challenge stereotypes about socialization in homeschooling and demonstrate the diverse and dynamic social environments created by homeschooling families:

"Online forums and discussion groups serve as excellent platforms for our children to engage in academic discussions, share ideas, and collaborate on projects with peers. Field trips and community service projects enable our kids to interact with people of different age groups, enhancing their social skills and sense of responsibility. Our children also participate in

extracurricular activities like music and sports, providing opportunities to connect with coaches and fellow enthusiasts. In summary, homeschooling offers a dynamic environment for socialization through a combination of structured activities and spontaneous interactions." (Q. Hua, personal communication, May 13, 2023)

Many parents prioritize active participation in local homeschooling communities, where their children engage in various activities such as field trips, sports, and collaborative projects. These communities serve as platforms for socialization, enabling children to build friendships beyond the homeschooling environment. Social media and virtual study groups further extend these connections:

"We regularly organize gatherings with other homeschooling families to create a support network for our children. During these meetings, we share experiences and build lasting friendships. Coordinated group projects and learning pods enable our kids to collaborate with peers, fostering teamwork and a sense of belonging. Leveraging technology, our children participate in virtual learning courses and collaborative projects, connecting with like-minded individuals globally. Volunteering in local community activities and service projects provides valuable social interactions and a sense of civic responsibility. While the homeschooling environment may differ, we actively seek opportunities for our children to establish strong social relationships, emphasizing quality over quantity" (C. Liang, personal communication, April 27, 2023)

These perspectives illustrate how homeschooling parents navigate and promote their children's social development, emphasizing a variety of strategies and experiences to ensure comprehensive social growth.

4.4.2.2 Impact of homeschooling on students' social skills.

Homeschooling, as an educational choice, has garnered widespread attention, with its impact on students' social skills becoming a focal point of discussion. This educational approach differs from the traditional school environment, but its unique characteristics may bring both challenges and opportunities for students' social skills. Firstly, it's worth noting that homeschooling may expose students to fewer interactions with peers, posing potential challenges to the development of their social skills. In traditional schools, students frequently engage with peers in daily classes, lunchtime, and on-campus activities, contributing to the cultivation of social skills such as communication, cooperation, and problem-solving. In contrast, homeschooling students tend to have more independent learning experiences, possibly missing out on some conventional social opportunities. Some parents argue:

"In traditional schools, children may be more susceptible to peer influence, while in homeschooling, they have more time to interact with adults, which hones their more mature social skills. Additionally, by participating in social activities, they find it easier to make friends with those of different ages." (X. Li, personal communication, May 16, 2023)

However, many homeschooled students actively develop robust social skills through alternative means. Parents often organize various activities such as group studies, social gatherings, and collaborative projects to provide opportunities for student interaction. Such arrangements aim to foster cooperation and teamwork, cultivating social skills within a small and close-knit social environment. Parents express:

"Homeschooling gives my children more time to engage in social activities. They frequently participate in local homeschooling groups and community events, making it easier for them to interact with children of different ages

and enhancing their social abilities." (G. Li, personal communication, May 3, 2023)

"I believe homeschooling provides a more liberated and autonomous social experience for children. They can choose to participate in various interest groups and extracurricular activities, making their social interactions more targeted and enhancing their interpersonal skills." (C. Liang, personal communication, April 27, 2023)

Some parents note that homeschooled students often engage in community activities, clubs, and extracurricular courses, further expanding their social circles. In comparison to traditional schools, students in these activities may interact more with people of different age groups, contributing to the development of their adaptability to various social situations. Additionally, utilizing modern technology, students can connect with other homeschoolers globally through online platforms, providing them with a broader range of social opportunities.

"Homeschooling allows children to socialize in a more natural and authentic environment. They interact not only with peers but also with people of different age groups, contributing to a diverse set of social skills. Through participating in various community service and volunteer activities, they also learn responsibility and teamwork." (Z. Zhu, personal communication, May 22, 2023)

Homeschooled students may face different social pressures, but this also provides them with more opportunities for autonomous development of social skills. Without the constraints of a traditional school environment, students can flexibly choose to participate in various social activities, cultivating a more diverse set of skills. Moreover, they find it easier to engage in profound conversations with parents and other adults in the home environment, enhancing their communication and problem-solving abilities. In conclusion, although homeschooling may present some social challenges, with careful organization by parents and active participation by

students, there are ample opportunities to cultivate strong social skills. In this ever-evolving educational model, students can develop comprehensive social skills in a flexible learning environment, better preparing them to face future societal challenges.

4.4.3 Legal and Regulatory Aspects

4.4.3.1 Legal framework and regulations concerning homeschooling.

Due to homeschooling being considered illegal in China, some parents choose to bring their children to Thailand. In Thailand, homeschooling is legal, providing parents with the freedom to choose their educational approach. Dissatisfied with the traditional Chinese examination-oriented education, they decide to have their children simultaneously study Chinese curriculum, A-Levels, and IB courses. Regarding their views on homeschooling laws and regulations, parents express the following perspectives. The majority of Chinese parents believe that having a certain legal framework and regulations are necessary to regulate homeschooling. They see this as essential for safeguarding the rights of children and ensuring the fairness and legality of the educational process.

"I think having some regulations is necessary to regulate educational behavior and protect children's rights. This ensures a more just and legal education." (X. Wang, personal communication, May 7, 2023)

Some parents, however, hold different views, feeling that China's education system and regulations need more flexibility. Not every child is suited for the exam-oriented education, and they hope that regulations can understand and respect the unique situations of each family, avoiding a one-size-fits-all approach.

"Of course, it is necessary to have regulations, but I think there needs to be some flexibility because every child is different, and different families have different needs. I hope regulations can understand and respect the unique

situations of each family; it shouldn't be a one-size-fits-all approach. More flexibility may be needed to adapt to various families and children." (O. Liu, personal communication, April 26, 2023)

Firstly, they appreciate the legal environment in Thailand, which allows them greater freedom. This legal flexibility enables them to choose educational directions based on their child's interests and needs, free from the restrictions of traditional school systems. Such freedom is crucial for cultivating their child's personality, creativity, and independent thinking. Secondly, they see Thai regulations encouraging diversified academic development. By simultaneously studying Chinese curriculum, A-Levels, and IB courses, children can gain a broader and more in-depth knowledge across different academic systems. This comprehensive education helps develop more well-rounded capabilities, moving away from narrow, single-subject focus.

"Regulations should focus not only on form but also on improving the quality of education, paying attention to the intrinsic quality of education rather than just formal regulations and procedures. Regulations shouldn't excessively interfere with parents' rights; they should respect each family's educational choices, avoiding excessive details and intervention. On the contrary, we should learn from other countries; the government can provide more support and resources, such as educational guidance and training opportunities, rather than just relying on regulations. This can better help parents improve their educational levels." (R. Xia, personal communication, May 20, 2023)

Furthermore, parents emphasize the enlightened nature of Thai regulations, providing their children with access to a broader range of international educational resources. Studying A-Levels and IB courses makes it easier for children to adapt to international education systems, laying a solid foundation for future study abroad and career development. This also reflects their expectations for a more diversified development for their children in the future. Overall, parents hold positive views on Thai homeschooling regulations. They believe that these regulations provide

them with greater autonomy and choice, contributing to the cultivation of more well-rounded, independent, and globally minded individuals. In this new educational environment, parents hope to open more possibilities for their children through a comprehensive learning approach.

4.5 Macrosystem Level

Based on the interview transcripts, the researchers identified the frequency of different thematic keywords: "Incorporating Cultural Diversity" appeared 721 times, "Challenges in Maintaining Cultural Identity" appeared 232 times, "Strategies for Cultural Adaptation" appeared 462 times, "Inclusive Education" appeared 213 times, "Promoting Inclusivity and Cultural Understanding" appeared 78 times, and "Language Barriers" appeared 970 times. Additionally, "Cultural Enrichment" appeared 361 times, "Customized Learning Paths" appeared 277 times, and "Global Perspective" appeared 773 times. Furthermore, "Online Curriculum and Resources" appeared 219 times, "Virtual Learning Environments" appeared 99 times, "Educational Apps and Gamification" appeared 401 times, "Personalized Learning Paths" appeared 723 times, and "Flexibility and Accessibility" appeared 655 times.

4.5.1 Cultural and Linguistic Diversity:

4.5.1.1 Challenges and opportunities of homeschooling in a multicultural society.

Homeschooling in a multicultural society presents a unique set of challenges and opportunities. In this chapter, the researcher explored the experiences of homeschooling families, shedding light on the challenges they face and the opportunities that arise in a multicultural context. Homeschooling families in multicultural societies often encounter challenges related to cultural adaptation. Balancing the cultural heritage of the family with the need to expose children to a diverse range of perspectives can be complex. The researcher spoke to homeschooling

parents about their experiences in navigating these cultural dynamics, parents give different views, include three parts:

Parents emphasize the importance of embracing cultural diversity in their homeschooling curriculum. They intentionally integrate elements from various cultures, such as literature, world history, geography, and global cuisines. Multimedia resources are utilized to provide a sensory experience, fostering a deep appreciation for the diversity in the world.

“As parents, we believe that embracing cultural diversity is an integral part of our homeschooling curriculum. We intentionally integrate elements from various cultures into our lessons, exposing our child to a rich tapestry of traditions, histories, and perspectives. This includes incorporating diverse literature, studying world history and geography, and exploring global cuisines. We also make use of multimedia resources to provide a sensory experience of different cultures, fostering a deep appreciation for the diversity that exists in the world.” (D. Qiao, personal communication, April 22, 2023)

While exposing their child to a multicultural environment, maintaining a strong cultural identity is crucial. Striking a balance between cultural exploration and preserving their own cultural roots is a challenge. The goal is to ensure the child feels a sense of belonging to their cultural heritage while respecting others. Thoughtful planning is required to prevent the dilution of cultural identity amid exposure to diverse influences.

“While we strive to expose our child to a multicultural environment, maintaining a strong cultural identity is essential to us. One challenge we have encountered is finding a balance between cultural exploration and preserving our own cultural roots. It's crucial to ensure that our child feels a sense of belonging to their cultural heritage while appreciating and respecting others. This balance requires thoughtful planning to prevent dilution of

cultural identity amid exposure to diverse influences.” (Z. Sun, personal communication, April 20, 2023)

To address challenges related to cultural adaptation, parents actively involve their child in discussions about cultural traditions, rituals, and values. Open communication helps the child understand the significance of their cultural identity. Seeking homeschooling communities with similar cultural backgrounds creates a supportive environment, fostering unity.

Cultural exchange programs, virtual connections, and field trips provide firsthand experiences that enhance cultural understanding. Encouraging the child to ask questions promotes cultural sensitivity, aiming to instill the ability to adapt and thrive in a multicultural world without compromising their cultural identity. The key is to create a homeschooling environment that celebrates diversity while preserving the uniqueness of their cultural heritage.

“To address challenges related to cultural adaptation, we employ several strategies. Firstly, we actively involve our child in discussions about our cultural traditions, rituals, and values. This open communication helps them understand the significance of their cultural identity. Secondly, we seek out homeschooling communities that share similar cultural backgrounds. This creates a supportive environment where children can engage with peers who face similar challenges, fostering a sense of unity. Additionally, we make use of cultural exchange programs, virtual connections, and field trips to provide firsthand experiences that enhance cultural understanding.” (H. Wang, personal communication, May 26, 2023)

“Moreover, we encourage our child to ask questions, fostering a curiosity that promotes cultural sensitivity. By embracing diversity as a learning opportunity, we aim to instill in our child the ability to adapt and thrive in a multicultural world while holding onto the values that define their cultural identity. The key is to create a homeschooling environment that celebrates

diversity without compromising the uniqueness of our own cultural heritage.”
(W. Wang, personal communication, May 21, 2023)

Parents value cultural diversity in homeschooling, integrating various elements to expose their child to global perspectives. Striking a balance, they face challenges in preserving their cultural identity while fostering understanding of others. Strategies include open communication, engaging with similar cultural communities, and providing firsthand experiences, aiming to instill adaptability in a multicultural world. The goal is to celebrate diversity without compromising the uniqueness of their cultural heritage.

Ensuring an inclusive education that represents and respects various cultures is a paramount concern for homeschooling families. The challenge lies in providing a curriculum that goes beyond Eurocentric perspectives and embraces the richness of global cultures, parents also give different views, follow as:

“Integrating diverse cultural perspectives into our homeschooling materials is a priority for us as parents. We actively curate our educational resources to ensure they represent a variety of cultures, including literature, history, and social studies. This involves selecting materials authored by individuals from different cultural backgrounds, exploring global perspectives in science and mathematics, and incorporating multicultural art and music. By doing so, we aim to provide a well-rounded education that reflects the richness of the global community.” (Z. Zhu, personal communication, May 22, 2023)

“Creating a homeschooling environment that promotes inclusivity and cultural understanding involves deliberate efforts. We encourage open discussions about cultural differences, addressing questions our child may have about various traditions, customs, and belief systems. Additionally, we celebrate cultural holidays and incorporate activities that highlight the diversity of our global community. To foster a sense of inclusivity, we actively seek out and participate in homeschooling networks that emphasize

diversity. This provides opportunities for our child to engage with peers from different cultural backgrounds, fostering friendships that transcend borders. We also incorporate virtual interactions, connecting with families worldwide to share experiences and perspectives. Furthermore, our homeschooling routine includes exposure to diverse cultural events, documentaries, and virtual tours, allowing our child to virtually travel the world from the comfort of our home. Through these intentional efforts, we aim to instill in our child a deep appreciation for cultural differences, nurturing a global mindset that will serve them well in an interconnected world.” (T. Zeng, personal communication, May 27, 2023)

In summary, as parents engaged in homeschooling, our commitment to incorporating cultural diversity into the curriculum is reflected in the careful curation of educational materials spanning various subjects. Despite challenges in finding inclusive resources, we actively seek out diverse perspectives through online platforms, multicultural bookstores, and connections within the homeschooling community. To address the difficulties in maintaining cultural identity while exposing our child to a multicultural environment, Chinese parents prioritize open discussions about cultural differences, celebrate diverse holidays, and engage in activities that showcase the richness of global traditions.

Actively participating in diverse homeschooling networks and fostering virtual connections with families worldwide contribute to a sense of inclusivity in our homeschooling environment. Strategies employed to address cultural adaptation challenges include exposing our child to multicultural events, documentaries, and virtual tours. This intentional approach aims to instill a deep appreciation for cultural differences, nurturing a global mindset that extends beyond geographical boundaries. Ultimately, our homeschooling journey emphasizes the importance of embracing diversity and fostering cultural understanding for a well-rounded education.

Multicultural homeschooling may involve families where multiple languages are spoken. Overcoming language barriers and ensuring effective communication and learning can be a significant challenge. From a parental perspective, addressing language barriers in our homeschooling approach, particularly in multilingual households, involves a thoughtful and inclusive strategy. Parents recognize the importance of fostering language proficiency in all spoken languages within our home. To achieve this, Chinese Parents implement a bilingual and multilingual learning environment, where each language is given dedicated time and attention:

“Absolutely. In our home, we believe in creating a bilingual and multilingual learning environment. Each language spoken is given dedicated time and attention to ensure proficiency. Yes, finding suitable materials for multiple languages can be challenging. However, we actively search for bilingual and multilingual resources. Online language learning platforms and connecting with other multilingual homeschooling families have been invaluable for sharing recommendations.” (D. Qiao, personal communication, May 3, 2023)

Challenges related to language arise when selecting educational resources, as finding materials that cater to multiple languages can be daunting. However, we actively seek out bilingual and multilingual resources, utilize online language learning platforms, and connect with other multilingual homeschooling families to share valuable recommendations. One mother in Focus group mentioned that:

“We've established designated language days, where each day focuses on a specific language. This structured approach promotes consistency. Additionally, incorporating cultural elements and literature from various linguistic backgrounds enhances language learning by providing context and relevance.” (J. Zhang, personal communication, April 24, 2023)

Effective strategies in facilitating language learning within our multicultural homeschooling setting include establishing designated language days, where each day focuses on a specific language. This helps create a structured approach to language education while promoting consistency. Additionally, incorporating cultural elements and literature from various linguistic backgrounds enhances language learning by providing context and relevance. Furthermore, encouraging language immersion through cultural activities, songs, and storytelling contributes to a dynamic language-learning experience. Virtual language exchange programs and engaging with native speakers online also play a crucial role in enhancing language skills and cultural understanding.

“We integrate cultural activities, songs, and storytelling to immerse our children in the languages. Virtual language exchange programs and connecting with native speakers online also play a crucial role. These experiences enhance language skills while fostering cultural understanding.”
(D. Li, personal communication, May 9, 2023)

In summary, our approach to addressing language barriers involves creating a rich multilingual environment, actively seeking diverse language resources, and implementing strategies like designated language days and cultural immersion to foster effective language learning within our homeschooling setting.

4.5.1.2 Opportunities in Multicultural Homeschooling

One of the distinct advantages of homeschooling in a multicultural society is the potential for cultural enrichment. Homeschooled children often have the opportunity to immerse themselves in various cultural experiences that extend beyond what traditional schooling might offer. These parents mostly endorse multiculturalism, viewing it as the cornerstone of their family's educational philosophy. They integrate diverse cultural perspectives into their curriculum, exposing their children to various traditions, histories, and customs. This approach helps broaden their worldview and cultivate an appreciation for global diversity.

Subsequently, Chinese parents shared culturally enriching activities during their homeschooling journey:

"We actively participate in local and international cultural festivals. Celebrating festivals from different cultures, exploring international cuisines, and engaging in themed weeks focused on specific countries or regions provide immersive experiences. These activities make learning more interactive and enjoyable." (X. Li, personal communication, May 16, 2023)

When asked about how homeschooling deepens their children's understanding and appreciation of different cultures, a mother offered her insights:

"Homeschooling provides greater flexibility for in-depth cultural exploration. We can spend time delving into subjects, watching documentaries, and interacting with people from diverse backgrounds. This personalized approach fosters genuine curiosity and respect for different cultures, promoting a deeper understanding than traditional classroom environments." (O. Liu, personal communication, April 26, 2023)

She concluded by saying,

"It's my privilege. Homeschooling indeed allows us to embrace and celebrate the beauty of educational cultural diversity." (O. Liu, personal communication, April 26, 2023)

Most parents acknowledge and endorse multiculturalism, considering it the cornerstone of their family's educational philosophy. They incorporate diverse cultural perspectives into the curriculum, exposing their children to various traditions, histories, and customs, aiming to broaden their worldview and cultivate an appreciation for global diversity. Chinese parents have shared culturally enriching activities in their homeschooling journey, including active participation in local and international cultural festivals, celebrating diverse cultural holidays,

exploring international cuisines, and engaging in themed weeks focused on specific countries or regions to provide immersive experiences.

Multicultural homeschooling allows for personalized and customized learning paths. Families can tailor their educational approach to suit the individual needs, interests, and cultural backgrounds of each child. As parents engaged in homeschooling, they have implemented a variety of measures to personalize education and cater to their children's unique learning styles and cultural interests. Initially, they regularly observe and understand each child's learning preferences, including their favored subjects, preferred learning environments, and more effective learning methods. By establishing open communication channels with their children, they gain a better understanding of individual needs and adjust based on these differences. They express it as follows:

"In homeschooling, we closely observe our children's learning styles, encompassing their preferences for different subjects, learning environments, and more effective learning methods. Through open communication with our children, we can better understand their needs and flexibly adjust our teaching plans." (X. Wang, personal communication, May 7, 2023)

Furthermore, within the homeschooling environment, they have the flexibility to adapt teaching plans to meet diverse needs. For a child inclined towards visual learning, they incorporate charts, images, and video resources; whereas, for a child favoring auditory learning, they employ oral communication, discussions, and listening comprehension activities. This personalized teaching approach ensures that each child absorbs knowledge in the most effective way.

"In homeschooling, we can flexibly adjust teaching plans to meet the individual needs of each child. For visual learners, we incorporate charts, images, and video resources; for auditory learners, we utilize oral communication, discussions, and listening comprehension activities. This

ensures that each child learns in the most suitable way." (D. Li, personal communication, May 9, 2023)

Additionally, considering cultural interests, they tried to integrate themes and materials that align with their children's interests. This includes covering content from different cultures in history and literature, as well as incorporating elements such as traditional arts, music, and cuisine specific to certain cultures. By infusing cultural elements familiar and appealing to their children into the curriculum, they create a more engaging and interesting learning environment.

"We strive to integrate cultural elements that our children enjoy into our teaching. This may include content from different cultures in history and literature, as well as elements like traditional arts, music, and cuisine. By allowing our children to learn about cultures they are familiar with and enjoy, we create a more engaging and interesting learning environment." (Z. Sun, personal communication, April 20, 2023)

The researcher found that Chinese parents, through understanding and respecting each child's learning style and cultural background, can create a richer, more diverse, and inclusive educational environment. Personalized teaching not only enhances learning outcomes but also fosters respect and understanding of diverse cultures, enabling children to better adapt to societal diversity. In summary, homeschooling provides greater flexibility, allowing parents to better meet each child's unique needs.

Personalized teaching not only improves learning effectiveness but also promotes a more inclusive and culturally responsive education. Through understanding and respecting each child's learning style and cultural background, parents can create a more enriching, diverse, and inclusive educational environment. Homeschooling in a multicultural setting offers a unique opportunity for children to develop a global perspective. Exposure to diverse cultures fosters open-mindedness, empathy, and a broader understanding of the interconnected world. Chinese parents

describe their approach to incorporating a global perspective into homeschooling as follows:

"In homeschooling, we adopt various methods to introduce a global perspective. We ensure that our children's subjects cover content from different countries and cultures, addressing global issues, history, and literature. This sparks their interest in different cultures, broadening their horizons and fostering cross-cultural understanding. Additionally, we actively utilize international resources, including the internet, online museums, and interactions with homeschools from other countries. Through these resources, children can access information, viewpoints, and practices from around the world, enriching their learning experience." (W. Wang, personal communication, May 21, 2023)

Furthermore, Chinese parents encourage their children to engage in cross-cultural exchanges with peers from other countries. This can be achieved through video conferences, pen pal projects, or participating in international academic collaborations:

"We encourage our children to engage in cross-cultural exchanges with peers from other countries. This can be achieved through video conferences, pen pal projects, or participating in international academic collaborations. By interacting with peers from different cultural backgrounds, they gain a deeper understanding of other cultures, cultivating global awareness and an international perspective." (Z. Zhu, personal communication, May 22, 2023)

The researcher observed positive impacts on children's worldview in a multicultural environment within homeschooling. Children become more open-minded, inclusive, and deepen their respect and understanding of different cultures. Learning in such an environment enables them to accept diverse perspectives, forming a more comprehensive and broader worldview. A global perspective positively contributes to the holistic development of children. Firstly, they become

cognitively more flexible, better understanding and adapting to different cultural approaches. Secondly, their social skills are enhanced as they learn to collaborate and communicate in cross-cultural environments.

Most importantly, a global perspective nurtures their global citizenship awareness, instilling a sense of responsibility and a willingness to actively contribute to society and the world. In conclusion, by introducing a global perspective into homeschooling, Chinese parents not only expand their children's knowledge but also cultivate a more comprehensive and open-minded life outlook. This has profound implications for their growth and future development.

4.5.2 Technology and Online Education:

4.5.2.1 Application and influence of technology in homeschooling.

Technology has profoundly influenced our teaching methods and children's learning experiences in homeschooling. Firstly, we leverage various online learning platforms and applications, enriching our teaching resources. From mathematics to science, and language arts, there are many high-quality educational resources available online, allowing us to flexibly choose content that suits the learning needs of our children.

"The cost of purchasing various online courses and platforms is much less compared to international schools, but we can use the same platforms as international schools. Having worked in an international school, I feel that conducting classes online using these platforms can reinforce the weak areas for children." (L. Ye, personal communication, May 30, 2023)

Virtual learning environments and online classes enable homeschooling families to connect with educators and peers globally. Webinars, virtual classrooms, and collaborative projects foster interactive learning experiences,

transcending geographical constraints.

“Online communication tools play a crucial role in homeschooling. Through video conferences, we can stay connected with other homeschooling families, professional tutors, and education experts, sharing experiences and gaining support. This interconnected educational community provides us with a platform to continually improve and adapt to the latest teaching methods.” (H. Wang, personal communication, May 25, 2023)

Educational apps and gamified learning experiences make education engaging and interactive. Children can learn through games, breaking away from monotonous rote memorization. Each lesson has different interactive games, making learning enjoyable.

"Many platforms allow the creation of presentations with games, and children are not actually bored. They can learn through games, breaking away from the monotonous rote memorization, with different interactive games in each class." (F. Nie, personal communication, May 14, 2023)

Technology enables the creation of personalized learning paths for each student. Adaptive learning platforms use data analytics to tailor educational content, pace, and style to individual needs, ensuring a more effective and personalized learning experience.

“In addition, we provide practical experiences for children through virtual experiments and simulation software, especially in science and mathematics. This interactive learning approach allows them to practice in a safe environment, deepening their understanding of concepts. The introduction of technology provides us with innovative teaching tools, enabling us to vividly present abstract concepts and ignite children's interest in learning.” (X. Wang, personal communication, May 7, 2023)

Technology brings flexibility and accessibility to homeschooling. Learning can take place anytime, anywhere, allowing families to adapt to various schedules and travel opportunities.

“However, we are aware that excessive use of technology may lead to children becoming overly dependent on screens. Therefore, we strive to balance online and offline learning, ensuring children achieve a balanced development through interaction and hands-on experiences.” (D. Li, personal communication, May 21, 2023)

In summary, the application of technology has brought many positive impacts to homeschooling. It not only enriches teaching resources and enhances the learning experience but also strengthens the connection within the homeschooling community. However, it is wise to manage the use of technology to ensure it promotes education without compromising the overall development of children. The application and impact of technology in homeschooling represent a dynamic and continuously evolving landscape.

With the continuous advancement of digital tools, homeschooling families have found innovative ways to enhance the learning experience, customize education based on individual needs, and prepare students for future challenges. Through interviews with homeschooling parents, we have gained valuable insights into the practical applications and transformative effects of technology in the homeschooling environment.

Chapter 5

Conclusion, Discussion and Recommendation

In this chapter, addressed the empirical research undertaken during this study, focusing on the data collection and data analysis of the empirical findings. The empirical findings were explored in comparison to literature gathered throughout the study. The purpose of the proposed research was to conduct a case study within Chinese homeschooling families in Bangkok in order to gain insights into how parents learned to educate their children at home. The research methodology was a qualitative case study which utilized twenty-four in-depth interviews of homeschooling parents, three focus groups of homeschooling mothers and spouses and observations of homeschooling group activity (Machovcová, Beláňová, Kostecká, & McCabe, 2021). The researcher delves into various aspects of homeschooling, including individualized learning, family relationships, socialization, expectations, and needs.

5.1 Research Conclusion

In foreign countries, homeschooling has long been widely accepted. However, in China, this concept is relatively new and is considered illegal due to regulatory restrictions. Therefore, some Chinese parents choose to study abroad, seeking a more flexible education. Although outsiders believe that these parents mainly belong to the upper class, wealthy, and have abundant educational resources, the reality shows that there are many middle-class families in this group. On the journey of educating their children, they often navigate uncertain waters while contemplating the essence of education. Driven by the burdensome workload and high stress imposed by the traditional Chinese education system, some parents choose to educate their children at home, developing their own educational philosophies and diverging from mainstream educational practices. Home-based learning resembles an educational experiment

within the family environment, portraying a realistic snapshot of the gains and costs involved.

Parents engaged in homeschooling become supporters and guides for their children, accumulating diverse knowledge and skills throughout the process. This is not exclusive to economically affluent middle-class families; many grassroots individuals challenge traditional norms, lacking property or automobiles but fostering resilient willpower and flexible thinking in the process of educating their children. While navigating this less socially accepted path, these parents encounter numerous difficulties, yet they also gain profound family experiences. Homeschooling is not merely a choice of educational method but an all-encompassing test of family unity, parental responsibility, and the future of the children. This emerging form of educational practice injects fresh perspectives into China's educational system. Faced with traditional educational pressures, an increasing number of families are seeking educational approaches that suit their needs. Perhaps, through homeschooling, we can envision a more diverse and individually focused future of education. The researcher discussed the empirical experiences of the study conducted during this research period, with a primary focus on data collection and analysis.

Through a snowball sampling strategy, the researcher recruited participants from 24 families currently engaged in homeschooling during the research project, residing in Thailand. The study population consists of Chinese parents and their children currently being homeschooled, using both English and Chinese languages. Data collection employed semi-structured interviews, on-site records, and observations. Video recordings of semi-structured interviews aimed to capture rich descriptions of children's experiences in homeschooling. The main focus of these interviews was on the children's homeschooling experiences, covering aspects such as daily routines, instructors, activities during homeschooling, and aspects they wish to change about their homeschooling experience.

5.1.1 Summary of Findings

The research question was largely answered by the finding detailed in chapter four. The researcher explores how personalized learning (Naphat, 2021) tailors teaching methods to each child's needs and the significance of family relationships in fostering confidence and strengthening bonds. Additionally, the researcher examines how homeschooling meets expectations for socialization, academic achievement, and overall development, as well as challenges and advantages related to legal compliance, guidelines, and support systems. This comprehensive discussion aims to provide readers with a profound understanding of homeschooling and guide future research directions.

During the research process, the concept of educational alienation emerges as a valuable tool for explaining why parents opt for homeschooling, thereby encapsulating the issues exposed within the current school system. In the exploration of issues related to the chosen school, concepts such as excessive teaching, educational waste, educational pathology, and educational instrumentalism were considered. However, upon extensive review of interview data, these concepts proved insufficient in aiding our understanding of the motivations of Chinese parents. Through a thorough examination of the interview data, it becomes apparent that, beyond unveiling various maladies within the current educational system, parents engaged in overseas homeschooling consistently emphasize the perceived deterioration of contemporary education.

When probing for the specific meaning of "educational deterioration," they express that education should ideally foster the comprehensive development of students. However, the present education system The following provides a detailed exposition of the researcher' analysis, synthesis, and interpretation of the study results, divided into four sections directly corresponding to the research questions and main findings. Subsequently, there is a brief reflection by the researcher closely related to the discussion. Within these sections, citations from the literature on homeschooling are interspersed to either support the analysis or enhance clarity. This structure helps

readers gain a clearer understanding of the study's primary outcomes and how the researcher analyzed and interpreted the findings based on existing literature and theoretical backgrounds. Additionally, seamlessly incorporating literature citations into the analysis and discussion can provide robust theoretical support for the research.

The following provides a detailed exposition of the researcher' analysis, synthesis, and interpretation of the study results, divided into four sections directly corresponding to the research questions and main findings. Subsequently, there is a brief reflection by the researcher closely related to the discussion. Within these sections, citations from the literature on homeschooling are interspersed to either support the analysis or enhance clarity. This structure helps readers gain a clearer understanding of the study's primary outcomes and how the researcher analyzed and interpreted the findings based on existing literature and theoretical backgrounds. Additionally, seamlessly incorporating literature citations into the analysis and discussion can provide robust theoretical support for the research.

Table 5.1 Differences and Similarities with Previous Literature

Theme	Similar to Previous Literature	Different from Previous Literature
Emphasizing personalized learning	Same with previous research (Murphy et al., 2016)	Studying Chinese traditional culture and curriculum (Wang, 2019), along with an examination of the international curriculum.
Curriculum	Studying Chinese traditional culture and curriculum (Sheng, 2018b)	Studying international curriculum mix with Chinese curriculum
Gathering locations	There were only first-tier cities (Wang, 2019)	Second-tier cities have emerged
Difficulty in Course Selection	The dilemma of domestic and foreign courses (Wang, 2020)	There is no difficulty in course selection, either A-Level or IB can be chosen

Table 5.1 Differences and Similarities with Previous Literature (continued)

The Legitimacy of Homeschooling	Parents desire most (Chen, 2017)	
The unique bond among siblings	In families with two or three children (Carlson, 2020)	Most children in China are only children without siblings. More than two is not commonly observed.
Most educators are mothers	Same with previous research (Sherfinski, 2014)	
Socialization is often considered a challenge	Difficult have socialization with communities (Hamlin & Cheng, 2022)	On the contrary, children engage in a variety of activities, allowing them to interact with individuals from different professions.
Lack physical activity	Daily physical activities not enough (Houston, 2017)	They join more physical activity than school student
Low financial costs	Save money for Education fee (Kunzman & Gaither, 2013)	High costs, including purchasing books, courses, visas, living expenses, and more.
Lack of team activities	Single family learning style (Ray, 2015)	Interact with homeschooling groups and extracurricular activity teams.
Religious reasons	Most are Christian families (Cheng, 2014)	Choose to homeschool for non-religious reasons
Gain support from partners.	Same with previous research (Bell, Kaplan, & Thurman, 2016)	

These research findings highlight the changes and uniqueness within the field of homeschooling. They carry significant implications for future research and the formulation of educational policies in this domain. The researcher has some different findings from previous researches with Homeschooling parents:

(1) Concerns About Academic Certificates:

Understanding concerns about academic certificates is quite common, as these certificates play a crucial role in both professional and academic careers (Wang, 2019). The researcher has found that Chinese parents are most worried about their children's academic qualifications and school enrollment. Despite being affiliated with private schools, obtaining transcripts is challenging due to the absence of standardized exams. Some parents return to China to allow their children to participate in final exams. The primary concern is the potential impact on future university applications. However, many parents realize that ultimately, only high school transcripts are required. As a result, some Chinese parents are considering having their children take exams in multiple countries to acquire transcripts for future applications.

(2) Difficulty in Learning Chinese:

The majority of parents report that their children find learning Chinese challenging compared to other subjects. Chinese students studying in Thailand often struggle with Chinese exams (Tan, 2019), feeling particularly challenged by rote memorization tasks. They express a preference for more creative and inspiring assignments.

(3) Adaptation to the Chinese Environment:

Children who have spent more than two years abroad, when asked if they would like to return to China, often express a reluctance to do so. They diplomatically convey that adapting to school life in China poses a significant

challenge (Cheah, Leung, & Zhou, 2013), and parents also perceive sending their children to school in China as a considerable challenge for both the child and them.

(4) Visa Issues:

The majority of Chinese parents in Thailand deal with visa issues. In most families, the mother handles homeschooling, while the father travels between China and Thailand to maintain the family's income source. Chinese parents often obtain elite visas to accompany their children in Thailand, ensuring a secure learning environment. A few families have parents using work visas to settle in Thailand, mainly when one parent works or runs a business in the country.

(5) Highly Educated Parents:

The research indicates that the vast majority of parents have high levels of education and overseas study backgrounds. Their methods of educating and nurturing their children are more internationalized, and their perspectives are more open-minded. Some parents with lower levels of education opt for online courses and private tutors rather than personally teaching their children (Naphat, 2021).

(6) Athletic Sports:

Presently, overseas parents no longer simply focus on academic success for their children. The majority of parents are actively cultivating their children's athletic skills, such as equestrianism, golf, figure skating, swimming, trampolining, etc., with the hope that their children participate in the Olympics and bring glory to the country upon returning to China in the future.

(7) Spouse Support:

In the process of supporting home-based education, Chinese fathers in the United States exemplify the values of traditional Confucian culture, showcasing

family responsibility and care (Denham, 2006). By taking on economic responsibilities and assisting with household chores, fathers embody Confucian emphasis on filial piety and a sense of duty towards the family. Collaboratively crafting study plans and engaging in regular communication demonstrate care and support for both the mother and the child (Machovcová, Beláňová, Kostecká, & McCabe, 2021), echoing Confucian ideals of prioritizing familial bonds and unity. Research indicates that integrating traditional Confucian values into contemporary family support practices not only enhances the effectiveness of home-based education but also aids in the transmission of Chinese cultural heritage, cultivating familial bonds and a sense of responsibility. Such supportive approaches align with traditional cultural values while promoting the harmonious development of modern families. The researcher summarized four core findings through the observation of 24 family interviews, three focus groups, and four family education group activities. The survey results are as follows:

5.1.2 Contributions to the Field Based on Research Findings

This study provides valuable insights for Chinese parents considering homeschooling in the future. Firstly, the study indicates that Chinese parents can opt for homeschooling abroad to circumvent legal issues in China. Furthermore, the research reveals that while an increasing number of Chinese parents still prioritize academic performance, personalized learning also plays a crucial role in their children's education. Most parents engage in one-on-one tutoring at home and hire professional teachers for on-site guidance, thus the mother is no longer the sole teacher. Additionally, parents' expectations have shifted from prestigious Chinese universities to top universities worldwide. However, selecting appropriate curricula remains a challenge for Chinese parents. Despite many parents having overseas study experience, they are still unfamiliar with the A-level and IB educational systems. Chinese parents commonly express the need for legal support and recognition, as well as assistance from community and educational authorities. The research also finds that homeschooling parents treat science, physical education, and the arts with equal importance to other subjects, ensuring their children participate in various social

activities and sports competitions. By categorizing and organizing the experiences and narratives of 24 families, this study aims to offer relevant advice and guidance to future Chinese parents who choose homeschooling.

5.2 Research Discussion

In foreign countries, homeschooling has long been a widely recognized practice; however, in China, this concept is relatively new and is considered illegal due to regulatory constraints. Consequently, some Chinese parents have opted to pursue education abroad, seeking more flexible educational approaches. Despite external perceptions associating these parents predominantly with the middle class, enjoying economic affluence and abundant educational resources, the reality reveals the presence of numerous ordinary families within this group. These families lack wealth, property, and automobiles. On their journey of educating their children, they often navigate uncertain waters while contemplating the essence of education. Driven by the burdensome workload and high stress imposed by the traditional Chinese education system, some parents choose to educate their children at home, developing their own educational philosophies and diverging from mainstream educational practices. Home-based learning resembles an educational experiment within the family environment, portraying a realistic snapshot of the gains and costs involved. Parents engaged in homeschooling become supporters and guides for their children, accumulating diverse knowledge and skills throughout the process. This is not exclusive to economically affluent middle-class families; many grassroots individuals challenge traditional norms, lacking property or automobiles but fostering resilient willpower and flexible thinking in the process of educating their children.

While navigating this less socially accepted path, these parents encounter numerous difficulties, yet they also gain profound family experiences. Homeschooling is not merely a choice of educational method but an all-encompassing test of family unity, parental responsibility, and the future of the children. This emerging form of educational practice injects fresh perspectives into China's educational system. Faced with traditional educational pressures, an increasing number of families are seeking

educational approaches that suit their needs. Perhaps, through homeschooling, we can envision a more diverse and individually focused future of education. The researcher discussed the empirical experiences of the study conducted during this research period, with a primary focus on data collection and analysis. Through a snowball sampling strategy, the researcher recruited participants from 24 families currently engaged in homeschooling during the research project, residing in Thailand. The study population consists of Chinese parents and their children currently being homeschooled, using both English and Chinese languages.

Data collection employed semi-structured interviews, on-site records, and observations. Video recordings of semi-structured interviews aimed to capture rich descriptions of children's experiences in homeschooling. The main focus of these interviews was on the children's homeschooling experiences, covering aspects such as daily routines, instructors, activities during homeschooling, and aspects they wish to change about their homeschooling experience. Chapter Four delves into the empirical research conducted in this study, with a specific emphasis on the intricacies of data collection and analysis of the empirical findings. These findings are meticulously examined in relation to the literature amassed throughout the study. Moving forward to Chapter Five, the primary objective is to assess the extent to which the study's goals and objectives have been achieved, effectively addressing the research question. The chapter concludes with a comprehensive summary of the research findings, followed by recommendations for potential avenues of future research.

5.2.1 Discussion on finding #1

Participants' perspectives on homeschooling underwent significant changes throughout their homeschooling experiences, shifting from a focus on personalized learning and socialization to considerations of family relationships, personal motivations, and objectives.

5.2.1.1 Individual Learning

Chinese parents commonly express a desire to avoid their children becoming "mass-produced" products. Empirical findings indicate that one of the key factors inspiring participants' homeschooling experiences is personalized learning (Naphat, 2021). Each participant spontaneously emphasized their deep understanding of their children's personalities, thinking styles, and learning methods, recognizing that not all children learn in the same way. The researcher will discuss the subtopics related to individual learning in family education. Homeschooling provides a unique opportunity for personalized learning, allowing students to tailor their education according to their specific needs, interests, and learning styles (Jolly & Matthews, 2018). School education and homeschooling are not mutually exclusive. Families choosing homeschooling do not necessarily reject traditional schools altogether. It is more akin to a transformative phase in life, aiming to find a more suitable learning approach. Although the subtopic of individual learning styles in this study is not entirely based on Gardner's (1999) Multiple Intelligence Theory, it underscores the importance of understanding children's learning preferences to create an environment conducive to fostering their individual learning potential. The Multiple Intelligence Theory recognizes that individuals learn in different ways, and different styles and techniques hinder or promote individual learning approaches (Şener & Çokçalışkan, 2018).

In this study, participants spontaneously reported feeling that they understand their children, knowing their needs and learning styles (Jolly & Matthews, 2018), and assisting them in learning in the most suitable way. Participant FM7 summarized responses from others regarding the above content, stating, "I understand my child the best and know how to help him learn in the way that suits him the most. "Although learning styles, particularly Multiple Intelligences, represent a relatively novel approach in education, there is an increasing recognition that individuals, in their uniqueness, prefer distinct learning styles and techniques. According to Şener and Çokçalışkan (2018), students' academic achievements heavily depend on the activities, teaching methods, and course structures, reflecting the

individual students' learning styles (Jolly & Matthews, 2018) and preferences. Yavich and Rotnitsky (2020) support this perspective, reporting that classroom effectiveness is significantly influenced by teachers' ability to consider the individual differences of each student. The researcher contends that in a learning environment that encourages, understands, and supports, everyone should be able to master learning. In this regard, advocates of homeschooling strongly endorse this notion, as they diligently strive to understand their children's unique learning styles and techniques.

To comprehend the diversity of individual learning styles, the following table excerpted from Gardner (1999) illustrates seven Multiple Intelligences (learning styles) and provides a brief description for each intelligence. Customized learning in homeschooling represents a personalized approach to education, typically emphasizing curriculum design tailored to individual student needs and academic levels. This learning method allows students to select course content based on their learning styles, interests, and subject difficulties, facilitating a more effective personalized learning experience (Martin-Chang & Levesque, 2021). A parent aptly remarked, "If education were a product, perhaps school education is a product of industrial societal division of labor, with years of study akin to a lengthy assembly line.

Most follow the assembly line, but there are exceptions." Some individuals learn at varying paces; however, school requirements often enforce a uniform pace, leading to the potential exclusion of some students. Customized learning can aid children in discovering their interests and cultivating them. Parents noted instances where their children developed an interest in a particular subject and learned autonomously without explicit instruction. Research results on individual learning styles focused on four categories expressed by each participant: personalized learning, freedom in learning, flexibility in homeschooling, and customized learning. The researcher posit that these four aspects constitute a carefully developed part of the homeschooling approach aimed at supporting children's individual learning styles (Jolly & Matthews, 2018).

Participants expressed that personalized learning and learning outside the classroom provided them with a pathway where they could engage in more meaningful work, find subjects more interesting, and delve more deeply into their studies compared to a traditional school environment. In this regard, participant FM21 reported that homeschooling expanded, and even altered, his daughter's perspective on subjects, fostering a greater appreciation. The shift from disliking to liking subjects marked a qualitative change. Aguayo, Ruano, and Vallejo (2021) corroborated this finding, noting that individual attention and academic freedom provided homeschooling students with opportunities to delve deeper into subject matter. It appears that homeschooling offers children a pathway to explore their interests and develop their individual learning styles. As discussed in the first chapter on the Chinese context, classrooms in China typically have a class size of over forty students with only one teacher. The apparent connection between class size and the challenge for teachers to provide individual attention and allow for child-directed learning is evident. In this regard, participants in focus groups actively discussed the reduction of individual attention, stating, "When you have more people in your class, you don't get any individual attention." According to participants, homeschooling allows time for exploration and understanding of subjects.

Parents also discussed another perspective, wherein if a child becomes excessively fatigued or loses focus during the learning process, parents immediately intervene, allowing the child to rest, go for a walk, or visit a place of interest to explore the subject. It involves not solely relying on textbook learning but incorporating diverse learning methods. Clearly, the homeschooling environment permits such freedom and flexibility as there is no pressure to complete specific tasks within a day. This is because the primary goal of homeschooling is to foster an understanding of the subjects. According to the researcher's observations, freedom, flexibility, and creativity are closely intertwined in homeschooling, as parents seem to adjust the daily schedule based on each child's specific needs and interests in each subject. Ahi and Sengil-Akar (2020) argue that homeschooling provides a tailored learning environment, including engaging activities, exciting courses, and the freedom to learn at the child's own pace. The research found another aspect of individual

learning schedule freedom, wherein participants could rearrange their own learning plans.

According to a 2015 study, "homeschooled students' scores were 23 to 42 percentage points higher than public school students." Citing this study's data, we learn that homeschooled students typically fall within the 80th percentile, while public school students are in the 50th percentile. Interestingly, homeschooled children are at the 50th percentile, contrary to the common notion that homeschooled children perform exceptionally well. As Stanford University data shows, out of 35 homeschooled students, 26% were admitted, nearly double the overall admission rate (Cheng & Hamlin, 2023). The study group involved in this research is relatively small with a high standard deviation, so the results lack representativeness and reliability (Gaither, 2009). Nevertheless, this finding has sparked Chinese parents' reflection on the advantages of homeschooling. In this educational environment, all attention is focused on one child or at most a few, allowing parents to pay more attention to the child's weaknesses and help them overcome difficulties. Homeschooling also provides possibilities for customized education, eliminating the obstacles of large class teaching and external distractions. Children can focus on learning each day, and parents can instill and ensure the importance of self-directed reading and cultivating curiosity. Overall, this is not about providing an excuse for children to shirk responsibilities but emphasizes the importance of understanding how each child learns best. Like educational customization in general, there are various teaching methods, and our responses to these methods also vary. Traditional teaching methods not be suitable for all students; hence, the flexibility of homeschooling allows parents to create a curriculum that suits their children's needs.

According to the perspectives presented by Ahi and Sengil-Akar (2020), parents engaged in homeschooling believe that their children are in an advantageous position when receiving home education. They observe that the personalized learning environment provided by homeschooling offers their children an opportunity to reach and fully unleash their academic potential, in stark contrast to potential disruptions in a classroom setting. In fact, as per Gaither's (2009) research,

"homeschooled children often score 15 to 30 percentage points higher on standardized academic achievement tests than their traditional school counterparts."

The viewpoint that personalized learning (homeschooled children) surpasses collaborative learning (public school children) in academic achievement is supported by Abewa and Edemealem (2019), who confirm that their study indicates 90.5% of fourth-grade homeschooled students can read and write, whereas only 48.1% of public-school students possess the same skills. These advantages, as described by the participants, corroborate Gardner's (1999) multiple learning styles theory, which posits that each individual has specific preferences in learning, and homeschoolers seem to favor self-directed learning. Furthermore, the category of freedom in learning signifies participants' experiences in teaching at the child's pace. All participants in the study affirm that their children benefit from learning at their own pace, emphasizing the individual attention received in their guidance. China's long-standing one-child policy has resulted in most Chinese families having only one child, enabling parents to dedicate themselves fully to teaching a single child at the child's pace and rhythm (Carpenter & Gann, 2015). This aligns with the assumption about homeschoolers, as confirmed by Carpenter & Gann, who assert that homeschooling provides children with an opportunity to take charge of their learning and be responsible for it.

5.2.1.2 Family relationship

Medlin (2000) reexamines the family relationships associated with homeschooling, with a particular focus on the impact of homeschooling on family dynamics and atmosphere. The article underscores that homeschooling foster a positive learning environment within the family while prompting reflection on socialization. Subsequently, Rothermel (2002) explores the effects of homeschooling on family relationships and communication, with a specific emphasis on the link between parental decisions to homeschool and family dynamics. Murphy and Rodriguez (2011) investigate the reasons for Canadian homeschooling families and the potential impact of this decision on family relationships. Homeschooling extends the

interaction time between parents and children indefinitely, causing shifts in their relationships. A mother in Beijing (FM9), after ceasing to send her child to school, transitioned into a homemaker, plunging into a phase of depression due to feeling financially dependent and losing her independence. Emotions of anxiety, anguish, and anger would often envelop her, particularly when her children incessantly cried or called for her.

Although the scene frightened the children, they would attempt to console their mother by hugging her, conveying an unconditional love and understanding. When homeschooling, one parent often has to make sacrifices, temporarily shelving their career to shoulder the responsibility of educating the child. In FM7's household, it was the father who resigned. This departure from the conventional "breadwinner and homemaker" family model is uncommon, but he exhibits a calm acceptance, stating, "We just chose what we excel at." Opting for alternative educational methods, while liberating a child's nature, often means being perceived as non-conformist, subjecting both parents and children to increased external pressures. Interviews with Chinese parents indicate that homeschooling in a family setting is a viable and reasonable option. Brynard (2007) validates this viewpoint, asserting that the impact of the social environment, family, and home environment on a child's academic success (Hamlin & Cheng, 2022) is more substantial than any teacher or curriculum in traditional schools. The intimate relationships and family cohesion found in homeschooling seem to be influential factors in the overall homeschooling experience and academic success. Sheng (2014a) echoes this sentiment, stating, "No other factor has more influence in a child's life than family and homeschooling." FM9 shared how her experience in homeschooling changed her life, saying, "In homeschooling, children can be themselves." Research by Cheah, Leung, and Zhou (2013) suggest that homeschooling families exhibit greater stability, adaptability, and cohesion compared to families in the traditional school system. Sheng (2014) further confirms this, attributing the increased family cohesion in homeschooling to the additional time spent between parents and children and shared experiences. Sheng (2018) affirms this point, highlighting the "meaningful communication, emotional intimacy, and closer family life" found in homeschooling

families as a result of parents and children spending time together in the homeschooling context.

Ahi and Sengil-Akar (2020) go on to discover that, besides strengthening the relationship between parents and children, unique bonds also form among siblings in the homeschooling environment. Given that most Chinese families have only one child, the existence of such sibling bonds was not observed in individual cases. The researcher can correlate the reinforcement of family bonds in homeschooling to the educational context within the family. In homeschooling, the strong familial bonds are built on the pursuit of common goals in the child's education, achieved through enhanced communication and trust between children and parents. Furthermore, we find that, based on the results of empirical studies and the purpose of this research, building confidence seems to be influenced by factors such as the child feeling safe in the family environment, parents providing individual attention to various behaviors, and offering opportunities for children to interact with peers and elders from various backgrounds. Chorp (2001) defines homeschooling as the safest environment for children's development, as they are not required to deal with peer pressure or conform to predefined small groups. However, Piaget (Rubin, Coplan, & Bowker, 2009) argues that exposing children to peer pressure provides an opportunity for social negotiation (Abuzandah, 2020), as well as the acquisition and development of perspective-taking skills. Rubin et al. (2006) provide compelling empirical evidence supporting the idea that peer interactions and relationships promote the development of "adaptive and maladaptive social, emotional, and social-cognitive functions." Participant C reiterates these points, stating, "I feel more confident every day being with my family, just like being with those who understand and love you every day."

5.2.1.3 Socialization

Socialization in this study is conceptualized as a process encompassing language acquisition, fundamental societal beliefs, and ultimately, self-concept. Frederick Froebel emphasizes the significance of social games (Abuzandah, 2020) during early childhood for children's development, contending that through play

and interaction, children acquire social norms and cooperation skills (Dhuey, 2011). Jean Piaget underscores the gradual understanding and engagement in social interaction (Abuzandah, 2020) through cognitive development in children. He views social cognitive development as an integral part of children's cognitive development, emphasizing how children shape their cognitive structures through interaction with peers and adults (Powell & Kalina, 2009). Dhuey (2011) defines socialization as a culturally inherited process, involving assimilation into or socialization within a specific culture. Romanowski (2001) suggests that unless homeschooled children have daily exposure to the social life in public schools, they lack the skills needed to successfully adapt to real-life situations as they age. Green, Walker, Hoover-Dempsey, and Sandler (2007) point out that homeschooling positively impacts students' social development, especially when parents are actively involved. Abuzandah (2020) and Ray (2009) reexamines the relationship between homeschooling and socialization issues, emphasizing the role of the family environment in shaping students' social skills. Wang and マーク, & ランガガー (2019) conduct a case study on homeschooling to describe the foundational principles, curriculum decisions, and overall effectiveness of homeschooling and socialization efforts in Xi'an, China. The paper reveals key characteristics of five sample families, noting that discomfort with the conventional school system is a common motivator for starting homeschooling.

Combining informal learning activities with formal courses is a prevalent choice among families. Each family has a unique curriculum design, and all parents and students' express confidence in the effectiveness of homeschooling. However, socialization appears to be a concern for these students as they lack a fixed homeschooling group for support in learning and play. The researcher argues that one of the most common misconceptions about homeschooling is the assumption that children perform poorly in social aspects. Nevertheless, the research contradicts the view that homeschooling is an isolated and hindering social environment.

Instead, the researcher suggest that homeschooling is a healthy, value-driven learning environment. Numerous studies (Medlin, 2000; Murphy, 2014; Pearlman-Avnion & Grayevsky, 2017; Romanowski, 2006;) suggest that

homeschooled students' isolation and detachment from the "real world" pose inhibitory effects. They critique the social interaction skills traditionally present in the public school system, asserting shortcomings in homeschooled students in this regard. Three main viewpoints emerge: (1) Lack of Peer Interaction: Homeschooled children lack regular interaction with peers, potentially impacting their social skills. In traditional schools, children have more opportunities for interaction with peers, learning to navigate relationships with individuals from diverse backgrounds. (2) Avoidance of Social Pressure: Some argue that homeschooled children might struggle to develop the ability to cope with various social situations because they avoid the social pressures present in traditional schools.

This suggestion includes interacting with peers of different personalities and backgrounds, as well as building interpersonal skills within a group setting. (3) Limited Social Opportunities: Homeschooled students face restrictions on social opportunities, being unable to participate in various group activities, extracurricular projects, or social events like their peers in traditional schools, reducing their social experiences (Valiente, Spinrad, Ray, Eisenberg, & Ruof, 2022).

Medlin (2013) offers a different perspective when revisiting the issue of socialization, stating, "Homeschooling parents want their children to respect people from different backgrounds, provide various social opportunities beyond the family, and believe that their children's social skills are at least as good as other children's. How homeschooled children perceive their own social skills remains unclear. However, research indicates that they have higher-quality friendships and better relationships with parents and other adults compared to children attending traditional schools. They are happy, optimistic, and satisfied with their lives."

This study's findings align with the aforementioned perspective, as families in Thailand did not encounter socialization issues. Due to the existence of numerous homeschooling organizations and individuals in Thailand, regular meetups and various activities provided homeschooling children with a significantly larger social circle than their school-going counterparts. Parents also mentioned that

extracurricular activities and various interest classes helped children establish more social platforms, enabling them to choose friends who share similar interests. Additionally, the researcher found that homeschooling children participating in extracurricular activities and interest classes experienced several benefits.

Table 5.2 Extracurricular activities for Chinese homeschooled students

Piano	Violin	Mathematics	Modern dance
Sketching	Painting	Sculpture	Theater
Spanish	German	Programming	Robotics
Japanese	Tennis	Golf	Swimming
Football	Basketball	Horse riding	French
Drama performances	Model united nations	Artificial intelligence	Music theory

Firstly, it aided in their social development by allowing them to interact with peers, collaborate in teams, build social skills, make new friends, and integrate better into society. Secondly, involvement in interest classes provided academic enrichment opportunities, allowing them to delve deeper into specific subjects or fields and apply acquired knowledge to practical projects. Moreover, interest classes helped identify and nurture children's interests and potentials, laying the foundation for future career development. On an emotional level, engaging in various activities contributed to enhancing children's self-awareness and confidence. Lastly, participation in extracurricular activities and interest classes cultivated life skills in children, such as time management and responsibility, while encouraging the development of diverse interests and skills. Overall, these activities provided homeschooled children with opportunities for comprehensive growth, broadening their horizons, and enhancing their overall competence.

5.2.1.3 Motivation

For Chinese homeschooling parents, the decision to educate their children at home is a significant choice shaped and framed within the family

context. This decision often arises when children fail to receive a higher quality of education at school or find attending school itself uncomfortable, leading some families to opt for homeschooling (Khakim, 2021; Sheng, 2018). In this study, the researcher aimed to generate rich descriptive data applicable to Chinese homeschooling parents broadly. The narrative of this mother illustrates the child's struggle to adapt to mainstream school education (Machovcová, Beláňová, Kostecká, & McCabe, 2021), where exam scores seem to be the sole criterion for evaluating a child's academic achievements. The majority of parents express their choice for "Mengmutang" primarily due to strong dissatisfaction with the contemporary school system, which emphasizes academic performance as the sole measure of a child's learning outcomes (Ray, 2000). In China, classrooms typically accommodate around 50 to 60 students, demanding the attention of a single teacher, making immediate engagement with each student practically impossible. Based on the results of the thematic analysis, we found that parents have various reasons for disagreeing with the school's education. The data shows that 23.80% of parents believe personalized learning is advantageous, 19.30% hope their children will enter top universities in the world, 16.20% disagree with the school's educational philosophy, 15.50% think there is too much pressure from exams and assignments, 10.70% are concerned with the promotion of bilingualism, 10.40% feel their children do not receive adequate respect at school, and 4.10% believe the school's teaching progress is slow. Therefore, we can see that personalized learning is what Chinese parents truly seek.

In previous literature, the predominant focus has been on homeschooling due to religious reasons, but this does not apply to Chinese parents. On the other hand, Wang (2019) found that the effectiveness of classroom learning is adversely affected by an imbalanced student-to-teacher ratio. With larger class sizes, a significant decrease in individual attention to students was reported, and according to Thomas (1998), a child's individual learning style becomes inconsequential in the classroom environment. Therefore, the initial motivation for Chinese parents to choose homeschooling is the belief that teachers in public schools cannot provide the individual attention necessary for their children's success and achievements (Hamlin, & Cheng, 2022; Khakim, 2021). Confirming the marginalization of children's

personalized learning styles in the public-school environment, participant FM17 shared his experience, "The child feels like air because the teacher seldom invites him to answer questions. I asked the teacher, and she said his level is higher, so she gives the opportunity to other kids. There are just too many kids; it's impossible to attend to each one!"

One of the reasons parents choose homeschooling for their children seems to be related to the fact that traditional schools rarely delve deep into learning. According to Chen (2008), traditional schools often attempt to introduce many ideas to children, hoping that they will connect these ideas and form a more comprehensive understanding. In comparison to the traditional school system, homeschooling offers a personalized, tailored learning experience, with parents guiding their children in-depth (Wang, 2019). In this regard, participant FM8 reflected on her decision to choose educational content, stating, "I choose important subjects. My mom likes to borrow books from the library, with documentaries, and then reads to us." The motivation for Chinese parents to choose homeschooling is diverse and complex. Firstly, it stems from a reflection on traditional school education, particularly concerns about academic pressure and intense competition. Homeschooling provides a more relaxed learning environment for children, alleviating the various pressures they face in traditional schools. Secondly, Chinese parents increasingly emphasize individual development, recognizing that each child is a unique individual with distinct learning styles and interests. The flexibility of homeschooling allows parents to tailor educational plans based on their children's personalities and interests, promoting a more comprehensive individual development. Additionally, some parents opt for homeschooling to avoid potential negative social influences in traditional schools, including bullying and the stress of academic competition (Green-Hennessy & Mariotti, 2021). Homeschooling offers a safer and more harmonious learning environment, facilitating the establishment of positive social relationships for children. Lastly, parents choose homeschooling to underscore family values, enabling children to gain a deeper understanding of family traditions and culture. In summary, these motivations reflect the profound considerations of Chinese parents regarding education and their expectations for the comprehensive development of their children.

5.2.2 Discussion on Finding #2

The expectations of Chinese parents are centered around their desire for their children to be admitted to top-tier universities and to eventually enter the elite class. Moreover, Chinese parents not only care about their children's academic performance but also emphasize the overall development of their children, considering it as another crucial aspect. Many homeschooling parents aspire to cultivate a love for learning in their children, a prevalent reason behind their choice to educate at home. They believe that homeschooling fosters a distinctive educational environment conducive to nurturing the natural curiosity of children into a lifelong enjoyment of learning. This approach is seen as a means to shield their children from negative influences prevalent in many traditional schools, such as excessive competition, undue emphasis on grades, and a socially distracting environment, all of which undermine the children's intrinsic motivation to learn. "Children do things primarily because they are inherently interesting or enjoyable, not for the sake of external rewards. These activities—play, exploration, imagination, and sometimes even learning—are said to be driven by intrinsic motivation" (Deci & Ryan, 1985).

An influential theory proposed by Deci and Ryan suggests that "children enjoy activities that satisfy their intrinsic needs for competence and autonomy. The theory posits that children will seek out challenges and exert effort to overcome them because success provides a satisfying sense of achievement and autonomy" (p. 137). Homeschooling parents rarely resort to material rewards to motivate their children academically. The one-on-one nature of homeschooling allows children's efforts to receive more verbal praise, facilitating a successful understanding of new materials within the context of warm and personal relationships. Most homeschooling parents are committed to creating a stimulating cognitive environment within their homes. The researcher contends that, as homeschooling parents commonly believe, homeschooling can provide an environment where a passion for learning can flourish. The finding that Chinese parents avoid using material rewards aligns with Medlin's (2013a) research, stating, Homeschooled children exhibit higher academic intrinsic motivation than traditionally schooled children, and the academic intrinsic motivation of

homeschooled children is positively related to their academic achievement. The intrinsic motivation of homeschooled children is positively correlated with parents' direct involvement in teaching time and parental satisfaction and commitment to homeschooling. Intrinsic motivation is expected to be negatively correlated with parents' use of rewards.

5.2.2.1 Academic

Murphy (2020), through a meta-analysis across multiple academic journals, revealed a positive correlation between homeschooling and academic performance. Beyond the core curriculum, children have the freedom to pursue their interests during residual time (Purwaningsih & Fauziah, 2020). FM7's mother mentioned her child's affinity for painting and molding clay. Her child, sensitive to colors, even engaged in character design following computer games, garnering a substantial number of followers after sharing the child's work on social platforms. Numerous mothers highlighted Mengmutang, China's first homeschool, asserting that its teaching method accommodates individual learning styles of children (Sheng, 2012). Some indicated that Mengmutang's education seemed to rekindle the child's interest in learning, meeting specific learning needs, leading to improved academic performance. However, it ceased operations several years later. In Bangkok, homeschooling is approached on an individual basis, with monthly exchange days providing an opportunity for collective learning and sharing experiences.

In the early 21st century, some middle-class parents recognized various issues in public education. They sought more personalized approaches to educate their children, aiming not only to cultivate their academic abilities but also to foster their physical health and character. Thus, a trend emerged in China towards "homeschooling" and "private schools," initially concentrated in major cities and gradually extending to third-tier cities. These schools adopted diverse educational methods and philosophies. Some focused on traditional Chinese education, such as Shanghai's Mengmutang (now closed), Wuhan's "Today School" (relocated to Yunnan), and Beijing's "RiRiXin" School. Others, like Guangdong's "At Home

Academy," employed a bilingual approach, explicitly aiming to assist students in pursuing overseas university education. A more radical approach is embodied by Yunnan's "Cangshan School," inspired by the British "Summerhill School," encouraging children to discover themselves through learning and play, initially rooted in a keen interest in traditional culture. In major Chinese cities, parents with superior educational and economic backgrounds began to acknowledge the drawbacks of public schools while facing the challenge of adhering to the existing path of competitive exams. In the early 20th century, media reports on homeschooled individuals like Chengdu's Rong Rong were followed by cases like Guangzhou's Wei Xiaoxi, Harbin's Xin Yuntian, and the son of the fairy tale writer Zheng Yuanjie, Zheng Yaqi. A study by the 21st Century Education Research Institute, "Research Report on Homeschooling in China" estimated an active homeschooling community of around 18,000 individuals (including parents, children, and teachers) in mainland China, concentrated in areas with higher education levels and more open-minded attitudes. Yet, for Chinese parents in Bangkok, who primarily hail from first-tier cities like Beijing, Shanghai, and Shenzhen, practical concerns arise because attending such schools does not grant formal enrollment. If parents wish their children to participate in the national college entrance examination, they must continuously affiliate their children's enrollment with qualified public or private schools.

5.2.2.2 Holistic development

In China, an increasing number of parents believe that homeschooling positively impacts the holistic development of their children in terms of morality, intelligence, physical fitness, aesthetics, and practical skills. This perspective reflects a critical examination of traditional school education models, emphasizing the advantages of homeschooling. In terms of moral education, parents widely perceive that homeschooling provides a more personalized and attentive educational environment, fostering the development of their children's character and values. The intimate setting of homeschooling encourages children to be influenced more by their family values, nurturing social responsibility and moral consciousness. The family-centric learning environment of homeschooling aligns moral education

more closely with family values. For instance, through homeschooling, parents can engage in more profound communication with their children, sharing life experiences and guiding them towards the establishment of correct values (Valiente et al., 2022). In this intimate environment, children are more likely to comprehend and embrace the traditional moral norms of their families, fostering social responsibility and teamwork.

In terms of intellectual education, homeschooling renders education more flexible and personalized. Parents can tailor teaching plans according to their children's learning interests and abilities, making learning more targeted and in-depth. This aids in stimulating children's interest in knowledge and cultivating independent thinking and problem-solving skills. For instance, if a child exhibits a particular interest in a subject, parents can provide more opportunities for in-depth exploration and even arrange relevant practical activities, thereby igniting the child's desire for knowledge. In the domains of physical and aesthetic education, homeschooling provides children with more opportunities to engage in physical exercise and artistic activities. Compared to traditional schools, homeschools are more flexible, allowing children to freely participate in various sports competitions, art performances, and other interest groups, facilitating the comprehensive development of their physical fitness and artistic talents. For instance, children can choose to join community art classes, music teams, or participate in outdoor activities organized by their families, fostering a well-rounded development of physical fitness and artistic abilities. Regarding practical education, children have the opportunity to participate in household chores and community service, cultivating practical skills and a spirit of teamwork. This holistic educational approach enables children to learn more practical skills and social interaction techniques in their daily lives. Through participating in household chores, such as cooking and maintaining the home environment, children develop practical skills and a sense of responsibility. Simultaneously, engaging in community service activities hones children's teamwork and social skills, enabling them to integrate better into society. In conclusion, Chinese parents generally believe that homeschooling offers a more comprehensive and personalized educational experience for their children, contributing to their well-rounded development in terms of morality, intelligence, physical fitness, aesthetics, and practical skills. This

perspective reflects an ongoing pursuit of educational diversity and personalization, providing valuable insights for the innovation of educational models.

5.2.3 Discussion on finding #3

Most Chinese parents in Thailand discuss concerns related to curriculum choices. When deciding between the International Baccalaureate (IB) or General Certificate of Education Advanced Level (A-Level), they seek additional support. Furthermore, they mention the importance of clear educational goals, support systems, and parents' educational backgrounds as additional factors they require assistance with. Some parents are even taking proactive steps to enhance their own academic qualifications to better support their children. The legitimacy of homeschooling has become a focal point for parents, primarily due to various pressures hindering their ability to conduct home-based education seamlessly. Initially, these parents faced challenges finding suitable locations for homeschooling due to external pressures. FM21 mother revealed that government pressure disrupted their homeschooling efforts, leading to substantial difficulties, coupled with detrimental gossip in the community that instilled severe feelings of inferiority in their child. Subsequently, driven by the desire for a change, they considered relocating to Europe. Unexpectedly, they discovered a homeschooling family in Chiang Mai and decided to move to Thailand without hesitation. They found the learning atmosphere in Thailand exceptionally conducive, surrounded not only by fellow Chinese homeschoolers but also by students and parents from various other countries, fostering a collaborative exchange. Data analysis indicates that participants' initial perceptions of learning were influenced by traditional school teaching methods, necessitating a shift toward ideologies better suited to home-based learning (Apple, 2020). Originating from experiences as students or teachers in traditional schools, their views on teaching were initially confined to this domain (Valiente et al., 2022). The data suggests that the cognitive perspectives of homeschooling parents were constrained by their personal history in public schools.

However, their initial viewpoints were not substantiated in the context of educating their children at home. Their perceptions of what needed to be learned underwent relatively rapid changes. Moreover, with continued homeschooling, they perceived that the demands of learning were constantly evolving and developing to better align with their needs in the home education experience. Data analysis indicates a fundamental inconsistency between the participants' perceived changes in learning needs and their teaching and cognitive perspectives. Further data analysis led the researcher to believe that the perceived changes in learning needs evolved during similar stages. This transformation in perceived learning needs occurred as participants abandoned or modified their previously held teaching beliefs, opting for perspectives more suitable for home-based learning. The researcher interprets this phenomenon as homeschooling Chinese parents establishing distinct teaching histories throughout their ongoing learning experiences (Martin-Chang & Levesque, 2021), contributing to a personalized educational journey. This bar chart, based on a sample size of 24, highlights various factors impacting educational settings. It shows that all 24 respondents identified legal issue requirements as a significant concern. Organizational support is also a key factor, with 21 respondents highlighting its importance. Teaching skills were noted by 15 respondents, while socialization opportunities were a concern for 12 respondents. Standardized testing was highlighted by 18 respondents, and curriculum choices were noted by 9 respondents.

It is surprising to note that what we initially presumed to be the most challenging aspect, the selection of the curriculum, turned out to be otherwise. Through in-depth conversations with interviewed parents, a majority revealed their teaching backgrounds and overseas study experiences. They expressed concerns about the inadequacy of Chinese curricula for international universities. Consequently, apart from mandatory Chinese courses, they opted for IB or A-level programs for their children. These programs offered a plethora of resources, making the selection relatively straightforward. Most parents themselves underwent IB or A-level examinations during high school. Seven interviewees conveyed, "These curricula haven't undergone significant changes for many years, and we hope our children receive international education directly, steering clear of the traditional path of the

Gaokao." Three interviewees remarked on the curriculum: "We endured the Gaokao; it was a nightmare-like experience. Time was wasted on meaningless memorization, devoid of exploration, and continuously practicing questions. It constituted only a small part of our lives, with no extracurricular activities, no entertainment—practically no childhood."

As described in the survey results, participants' initial thoughts and needs aligned; they chose the Chinese government-released curriculum as a foundation and supplemented it with IB or A-Level courses. The researcher explained that participants initially considered the standardized curriculum as their starting point, aligning with their views on traditional school forms and experiences. However, the data unmistakably reveals that parents found their early perspectives on standardized curricula insufficient. Participants widely recognized the shortcomings of the courses offered in traditional classrooms, exposing gaps in their perceptions of their learning needs. Since the research participants began homeschooling their children during kindergarten or primary school, acquiring basic teaching skills and methods emerged as their primary perceived learning needs. However, their sense of urgency and importance regarding mastering fundamental teaching skills varied. Some participants further believed that they wanted their children to excel academically (Ray, 2021), while others aimed for outstanding social and emotional competence. Some parents expressed urgency and anxiety about their initial learning needs, as they were uncertain about where to begin and what courses would be suitable.

"Since we're homeschooling, we need a good plan," was the initial thought of some parents who aimed to establish a timetable and rationally organize their children's study and leisure time. In practice, difficulties arose as parents found themselves juggling teaching and household chores, making it challenging to keep up with plans. Eventually, they realized that since their children were learning at home, they didn't need to adhere strictly to school management methods. Later on, the majority of parents adopted an "emphasis on play, supplemented by learning" educational approach. They dedicated two hours each day to accompany their children in studying English, Chinese, mathematics, and science. All parents mentioned reading

English picture books and listening to English novels with their children. Reading a plethora of books became the highlight of their children's daily lives. As for Chinese and mathematics, Chinese parents had their children follow the pace of textbooks and online courses, completing appropriate practice exercises each day. Due to these parents' ability to quickly ease their excessively high self-expectations, their own learning anxieties were alleviated. Therefore, homeschooling is not an easy choice for parents; they face various anxieties and concerns.

5.2.3.1 Clear educational goals

The goals of Chinese parents are consistently aimed at propelling their children towards top international universities. In China, parental perspectives on their children's academic performance have long been a subject of intense scrutiny, influenced by complex factors such as culture, society, and family dynamics. While the pursuit of outstanding academic achievements (Ray, 2021) has traditionally been deemed crucial for success, recent years have witnessed a growing parental reevaluation of this conventional notion, emphasizing the importance of holistic development. Influenced by traditional Chinese culture, exceptional academic performance is viewed as a symbol of success (Hamlin & Cheng, 2022). The culture places a significant emphasis on scholastic achievements, with many parents considering their children's excellence in academics a prerequisite for future success. Given the fierce competition in the national college entrance examination (gaokao), admission to a prestigious university is seen as a pivotal pathway to success. This perspective is shaped by the reverence that Chinese traditional culture holds for knowledge and scholarship. Additionally, parents link academic performance (Ray, 2021) closely with future career development. There is a widespread belief among parents that outstanding academic achievements lay the foundation for their children's future professional growth. They contend that, in the era of information explosion, possessing a solid academic foundation enhances a child's competitiveness in the workplace and supports the smooth development of their career.

The concept of holistic development has also become a parental objective, with research indicating an increasing focus on its importance. Parents now believe that merely pursuing academic excellence is insufficient to meet their children's future societal needs. The comprehensive cultivation of creativity, leadership, and teamwork is deemed essential for better adaptation to the complex and ever-changing social environment. The emphasis on nurturing independent thinking and practical skills surpasses mere academic grades. Some parents express concerns that an excessive focus on academic achievements might overlook their children's ability to think critically and apply knowledge practically. They aspire to cultivate their children's ability to engage in deep thinking, empowering them to address real-world challenges more adeptly. Parents advocate for holistic development to enhance their children's overall quality. In contemporary society, comprehensive qualities are increasingly valued. Some parents believe that through holistic development, children can better showcase their versatility and possess stronger overall qualities, making them stand out in various fields. In summary, achieving a balance is paramount. In exploring Chinese parents' perspectives on academics, the concept of balanced development emerges as a key theme. While outstanding academic achievements (Ray, 2021) are still considered a part of success, an increasing number of parents recognize the importance of holistic development. In cultivating exceptional students, equal attention should be given to nurturing children's comprehensive qualities, enabling them to confront future societal challenges more effectively. This balanced perspective holds the promise of injecting greater flexibility and diversity into Chinese education.

5.2.3.2 Support systems

Based on literature research, we discovered the existence of numerous local support groups across the United States, with a history spanning nearly three decades. These local groups are responsible for organizing family meet-ups, establishing dialogue and discussion groups, inviting guest speakers, coordinating collective recreational or educational activities for children, compiling newsletters, engaging in communication through social media, and hosting special interest groups (such as science exhibitions or extracurricular excursions). Within the family school

organizations of each state, they are divided into two categories: non-Christian and Christian, each with its own magazines, electronic newsletters, communication websites, and large-scale annual conferences attracting nearly ten thousand participants. It is noteworthy that national-level family school organizations hold no authority over organizations in other states or grassroots organizations, and their activities operate in parallel in many respects.

Homeschooling groups play a crucial role, providing rich support and resources for individuals to enhance their home education experience. These groups create a platform for information sharing and communication for both parents and students. Through regular meetings, field trips, and community service (Sudiapermana & Sriwidaningsih, 2021), these groups offer valuable social opportunities (Carlson, 2020) for homeschooled children, allowing them to interact with peers and share their learning experiences. Educational support is also a vital service provided by these groups. By establishing tutoring or cooperative learning groups, parents can offer additional academic support to help children better understand and master challenging subjects (Ray, 2021). This form of support is particularly important for students struggling with difficult subjects. Additionally, groups in Thailand offer legal and policy consultations, ensuring that homeschooling families operate within the legal framework. This is crucial for understanding regulations, curriculum requirements, and other related policies. Simultaneously, by organizing cultural and sports activities, these groups create broader learning and experiential opportunities, promoting the holistic development of homeschooled students.

Professional development opportunities are another support service provided by these groups. Through organizing seminars, training courses, and professional development activities, these groups help parents continually enhance their educational skills for better guidance and teaching of their children. Finally, group purchases and online support communities are highlights of these organizations. Group purchases enable parents to access textbooks and learning resources at more affordable prices. Online support communities, through forums and social media

groups, provide parents with a convenient platform for mutual exchange and sharing of experiences. The support and resources provided by these homeschooling groups build a collaborative community (Sudiapermana & Sriwidaningsih, 2021), enriching the individual experiences of homeschooling. Such communities not only make academics more engaging but also help individuals better cope with educational challenges (Ray, 2021), providing a solid support network for their growth and development. The initial perception of the need for personal and organizational support for learning is remarkably unified among homeschooling parents. One participant expressed, "When we started homeschooling, we needed support, so we started attending gatherings and being with friends, exchanging ideas with other parents on how to homeschool more effectively." Subsequently, this need transitioned from initially relying on others' observations to a more mutual interdependence. The ways in which participants seek help have evolved from dependence on others' observations to mutual reliance. Therefore, the data suggests that participants progress through this stage from the initial phase, feeling an urgent need to connect with other homeschooling parents to gain support, towards a stage of reduced dependence.

5.2.3.3 Parents degree

Parents' educational backgrounds have multifaceted impacts on children's learning and development in the context of homeschooling. Parents with higher educational attainment are likely to possess the capability to deliver high-quality instruction, support their children's learning needs, and prefer employing scientific and personalized teaching methods. Furthermore, parental education can influence the academic atmosphere within the household, providing children with richer academic resources and support to stimulate their interest in knowledge (Ray, 2021). Additionally, parental career choices and time investment also be influenced by educational attainment; parents with higher education exhibit greater flexibility and devote more time to their children's education. Most importantly, parents' educational backgrounds reflect their expectations for their children's future development, potentially prompting them to consciously plan their children's educational paths and encourage them to pursue higher educational and career goals. However, it is essential

to note that educational attainment is just one factor; the family's educational atmosphere, attitudes towards education, and understanding of the child's individualized needs are equally crucial. The researcher found that parents with lower educational attainment in the homeschooling context provide unique educational experiences for their children through practical experience and family care. They prioritize practical learning, transmitting knowledge through real-life examples to cultivate their children's practical application abilities. Family closeness and emotional support also become significant educational elements, emphasizing the development of the child's character and interpersonal relationship skills.

The researcher discovered that Chinese parents with lower educational attainment emphasize family closeness and emotional support, influencing their children's character and interpersonal relationship skills through personal demonstrations and direct care. Moreover, parents with lower educational attainment emphasize the cultivation of practical skills, focusing on vocational and practical applications, and emphasizing their child's future ability to cope with life and work. They rely on community resources and support from friends and family, promoting their child's learning through community educational resources and group assistance (Sudiapermana & Sriwidaningsih, 2021). Parents with lower educational attainment prioritize their child's practical development and happiness, placing less emphasis on academic pressure. Overall, while parents with lower educational attainment face certain challenges, it is crucial to recognize that educational attainment is not the sole determining factor. Parental care and support are paramount to a child's growth, regardless of educational levels.

5.2.4 Discussion on finding #4

Confirmed the four main factors that facilitate or impede participants' learning: flexible and independent learning, social interaction, parents sacrificing their careers, and a lack of professional training and educational skills. Additionally, legal compliance and adaptability were the aspects mentioned most frequently by parents. Homeschooling is a decision that requires careful consideration, offering a unique

opportunity for personalized and comprehensive educational experiences for children. Here are some insightful guidelines to help parents and children succeed in this learning adventure. Firstly, the development of a flexible learning plan is crucial. This plan should consider the child's subjects, grade level, and unique differences while accommodating the flexible nature of family life. An organized yet flexible learning plan contributes to the smooth progression of homeschooling. Secondly, establishing a dedicated learning space for the child is necessary. This space should foster concentration, possess adequate lighting, and comfortable seating. An organized, clean learning environment facilitates better engagement in the learning process. Diversifying teaching methods is an effective way to spark interest. Parents can consider utilizing online learning platforms, educational applications, field trips, and other resources to meet the child's diverse subject needs and cultivate their interest in learning. Simultaneously, parents should encourage the development of the child's independent learning skills. This includes posing questions, conducting research, and finding solutions to problems. Developing this autonomy is crucial for fostering critical thinking and problem-solving abilities in children.

Social interaction is an indispensable part of homeschooling. Parents can organize social activities (Carlson, 2020), participate in community groups, or join homeschooling communities to promote the child's social development. This helps alleviate feelings of isolation and provides more opportunities for social interactions (Carlson, 2020). Regularly assessing the child's academic progress (Ray, 2021) and setting learning goals are key to pursuing successful homeschooling. This aids in adjusting the learning plan promptly, ensuring the child achieves commendable results in different subjects and areas. Interacting with other homeschooling families provides an opportunity for learning and growth. Sharing experiences, resources, and teaching methods while establishing support systems can empower homeschooling families to confidently address various challenges. Most importantly, maintaining a positive mindset is crucial. While homeschooling presents challenges, maintaining a positive outlook and adjusting methods as needed can create a successful learning environment (Hamlin, & Cheng, 2022). In conclusion, homeschooling is not just an educational choice; it is a shared family adventure. Through carefully crafted learning plans,

creating a conducive learning environment, adopting diverse teaching methods, and fostering social and independent learning, parents can create a homeschooling experience filled with fun and growth opportunities for their children.

5.2.4.1 Disadvantages

Engaging in homeschooling is a decision that demands careful consideration, offering children an opportunity for personalized and comprehensive educational experiences. However, this decision comes with a myriad of challenges, extensively discussed in existing literature. The researcher has observed significant variations in difficulties associated with changing times. Firstly, while homeschooling eliminates tuition, transportation, and supplies expenses, parents are required to sacrifice their careers and professional goals, directing their full attention to educating their children. Moreover, compared to traditional schools, home schools often have limited resources and lack organized curriculum planning. Schools typically employ systematic testing and optimization of various teaching methods to provide high-quality education. Homeschooling parents must establish their own structure, presenting potential challenges that can lead to financial strain, and not necessarily be more economical than public schools. Previous literature by Chistolini (2008) pointed out lower costs associated with homeschooling; however, Chinese parents in Thailand face expenses for purchasing educational materials, tools, and online resources such as Wordwall and Twinkl. Additionally, visa fees and the cost of long-term elite visas pose substantial financial burdens, alongside housing, transportation, and basic living expenses, which can surpass the costs of attending traditional schools.

Secondly, homeschooling tutors often lack professional training and educational skills, potentially impacting children's academic performance. Their teaching proficiency be lower compared to professionally trained teachers (Gaither, 2009), causing distress for Chinese parents with lower educational backgrounds in Thailand. Furthermore, homeschooling lead to social isolation for children. In terms of physical activity (Carlson, 2020), most homeschooled children are limited to indoor activities, lacking opportunities to participate in sports teams.

This limitation impedes their future involvement in professional sports or entry into higher education. In contrast to children in public or private schools, homeschooled children have fewer face-to-face communication opportunities, lacking normal social activities (Carlson, 2020) that affect their social development. However, Chinese parents tend to provide their children with a variety of extracurricular activities, such as figure skating, swimming, golf, and equestrian pursuits, exposing them to a broader range of experiences. One mother highlighted that her child gains confidence through annual competitions, cultivating resilience, and remarked on the development of her child's self-reliance in daily tasks due to the flexible schedule of homeschooling. Finally, opting for homeschooling necessitate parents to justify their choice, especially in families lacking prior experience. Social criticism and family inquiries can increase household stress. In conclusion, while homeschooling holds potential for personalized educational experiences, it also brings forth a range of challenges that require careful consideration by parents. Existing literature extensively discusses the potential issues associated with homeschooling, emphasizing the need for families to make informed decisions based on their specific circumstances.

5.2.4.2 Advantages

In the realm of one-on-one teaching, the average student-to-teacher ratio in typical American public schools' ranges from 19 to 35, contingent on state policies (Cheng, 2014). In such environments, teachers are compelled to closely monitor all students, making it challenging to provide sufficient personalized assistance when needed. In contrast, home education allows tutors to focus on one or two children, enabling undivided attention to be directed toward an only child, facilitating immediate assistance on specific topics. For instance, FM6 mother found in home education the flexibility to cater to her son's learning needs by adjusting teaching methods and closely monitoring his progress, a level of individualized attention that be constrained in traditional schools. Regarding the purpose of learning, traditional schools often place primary emphasis on achieving good grades for smooth progression to higher grades and competitive entry into reputable universities (Sheng, 2018). Conversely, home education emphasizes knowledge acquisition rather than

merely studying for grades. For example, Allison's parents opted for homeschooling to cultivate her interest in knowledge rather than fixating solely on exam results. This approach allows children to focus more on the subject matter itself, rather than studying merely to meet exam requirements. Additionally, parents highlighted the considerable time-saving advantage of homeschooling, especially in countries like China and Thailand, where commuting to school involves significant time commitments, ranging from two and a half to three hours daily. Homeschooling eliminates the need for children to worry about tardiness and allows for better utilization of the remaining day for productive activities. Chinese parents' experiences in homeschooling demonstrate the flexibility to plan learning time according to the child's lifestyle. In terms of parent-child relationships, homeschooling potentially provides more quality time for parents to understand and bond with their children. Effective shared time can be utilized to impart etiquette, social behavior, and personal boundaries (Wang, 2019). In the Chinese context, integrating learning into daily life within homeschooling fosters closer parent-child relationships, a contrast to the limited time parents might spend with their children in traditional school settings.

Furthermore, the safety of the learning environment is another advantage of homeschooling. Instances of bullying, sexual assault, negative influences, and mental or physical abuse prevalent in some schools pose concerns for parents (Green-Hennessy & Mariotti, 2021). For instance, due to their daughter facing mistreatment from a teacher, family FM17 chose homeschooling to ensure a safer learning environment for her. This decision shields the child from harmful societal pressures, offering a more intimate and secure setting for learning. Additionally, homeschooling reduces the burden of paperwork, such as projects, assignments, tests, and homework, which is often associated with traditional schools. In the 21st century, technological resources like online learning platforms allow for the delivery of courses on complex subjects within the home environment. For instance, Michael's experience in homeschooling involved learning programming skills through online platforms, emphasizing the cultivation of practical skills over the cumbersome paperwork associated with conventional schools.

In conclusion, homeschooling boasts advantages such as flexibility, personalized learning, safety, and the development of students' self-management skills. These factors contribute to making homeschooling an appealing choice, especially when considering the shortcomings associated with traditional schools. Diverse family experiences in choosing homeschooling underscore the personalized and holistic development advantages within home education. Interview data from Chinese parents illustrate the various perceived benefits of personalized learning. According to the data, 70% of respondents believe that parental companionship is beneficial for the child's growth. Additionally, 60% feel that personalized learning compensates for the shortcomings of school education. Half of the respondents (50%) think it allows for the preservation of the child's innate characteristics, and another 50% believe children have more freedom in their learning. Furthermore, 30% of respondents indicate that tailoring the teaching method according to the child's aptitude is important, while another 30% state that learning becomes a source of joy and enjoyment.

5.2.4.3 Legal compliance

In Thailand, homeschooling is legally permissible, yet it requires registration with the Thai Ministry of Education. Registration necessitates the submission of materials such as the curriculum plan. For a minority of Chinese parents residing in Thailand, homeschool registration is pursued, primarily by families with long-term settlement plans in the country who also contemplate welcoming other children into their homeschooling network. However, the majority of Chinese parents opt to enroll their children in private schools in China, paying fixed annual fees for this purpose. They intend to let their children attempt relevant exams in China when they are older to obtain the corresponding graduation certificates. Consequently, these Chinese parents consistently integrate both Chinese and international curricula, imposing substantial academic pressure on their children (Ray, 2021). Additionally, it's important to note that students entering Thailand for schooling typically need the appropriate visa. Almost all Chinese parents utilize elite visas to stay in Thailand, with their children registered under the parents' visa sponsorship.

5.2.4.4 Adaptability

This study aims to comprehensively investigate the adaptability of children living abroad. Through in-depth case studies involving interviews and observations of multiple Chinese families residing in Thailand, we utilized social-emotional competence analysis to examine the adaptability strategies, psychological well-being, and social relationships development of Chinese children. The findings indicate a close correlation between the success of children's adaptability overseas and their individual traits, family support, and interaction with the cultural environment (Hamlin, & Cheng, 2022). Notably, our observations revealed that Chinese children adapt well to cultural differences in Thailand, including values, social customs, and religion. For instance, they mirror the traditional Thai greeting of placing palms together when meeting, demonstrating an understanding and assimilation of local customs. The children expressed enjoyment of Thai cuisine, although some mentioned a preference for non-spicy dishes. Language concerns were initially a consideration but given their relatively affluent backgrounds and the prevalence of English-speaking neighbors, the children reported minimal language difficulties. The friendly Thai neighbors not only shared food but also taught the children the Thai language, facilitating basic communication. The researcher also discusses the positive impact of cross-cultural training on children's adaptability and propose future research directions to gain a more comprehensive understanding of the effects of living abroad on children.

5.2.5 Discussion on finding #5

Embarking on the journey of homeschooling is akin to navigating through darkness for many Chinese parents. Transitioning from homeschooling to overseas studies poses its challenges, with one parent metaphorically likening homeschoolers to those who disembarked the "Titanic" ahead of time, seeing formal education as a sinking ship. While parents believe that those who truly engage in new educational practices are warriors on a path to self-redemption, they overlook the fact that any issues in education can significantly impact their children. According to Chinese

parents' experience in Thailand, it provides feasible solutions to aid parents in homeschooling:

According to research conducted by homeschooling parents, successful home education begins with establishing a dedicated learning space. Choose a quiet and tidy area, free from distractions, as the designated learning zone for your child. Clearly defining educational goals is crucial. Before creating an education plan, set clear goals for your child's education, considering their interests, subject priorities, and future career plans to ensure that the curriculum and teaching methods align with these objectives. Familiarize yourself with local homeschooling laws and regulations to ensure your education plan complies with legal requirements and avoids potential issues. Develop a clear study plan that includes study time, breaks, and task assignments to help improve efficiency. Compared to traditional classroom learning, homeschooling requires stronger self-management skills. Ensure a well-organized schedule and avoid procrastination. Actively engage with local or online homeschooling communities to share experiences and resources with other families, providing support and learning opportunities. Design flexible teaching plans that can be adjusted based on your child's learning progress and interests, leveraging the personalized nature of homeschooling.

Cultivate independent learning skills in your child, including time management, goal-setting, and problem-solving, to help them tackle various learning challenges in the future. Utilize local resources such as libraries, museums, and science centers to enrich your child's learning experience. Participation in community activities is also an excellent way to develop social skills. Maintain open communication with your child to understand their needs and concerns, adjusting teaching methods based on feedback to ensure a positive learning environment. As an educator, parents should pursue continuous professional development. Attend training courses, workshops, and read the latest educational literature to enhance teaching skills. Balance academics and life, ensuring your child gets enough rest, physical activity, and social interaction to promote holistic development. Regularly assess the effectiveness of homeschooling, checking the implementation of the education plan,

evaluating your child's progress and needs, and making necessary adjustments based on the evaluation results. Finally, pay attention to diet, exercise, and sleep to maintain both physical and mental health, thereby enhancing learning effectiveness.

Homeschooling, or Home Education, refers to a form of education where children engage in self-directed learning at home, guided by parents or external tutors, and involve the organization of micro-schools or private tutoring. It is a form of parent-led, non-institutionalized education. As a movement advocating educational freedom and diversity, homeschooling has gained momentum worldwide. Its significance lies not only in reviving the functions of family education and promoting personalized learning but also in exerting a positive influence on various reforms within public schools. Homeschooling has emerged in recent years, driven by parents who possess unique ideas and perspectives on their children's education, economic means, and the requisite knowledge to educate their children independently. In conclusion, homeschooling offers benefits such as flexible scheduling and personalized curricula, but there are drawbacks that both parents and students must consider. Limited opportunities for socialization and extracurricular involvement, along with the time and financial commitments required for homeschooling, pose challenges for parents and children. Additionally, the lack of exposure to diverse perspectives and the potential for fatigue and strained parent-child relationships are significant concerns. While homeschooling be the right choice for some families, a careful consideration of potential pros and cons is crucial before making a decision. Ultimately, the goal should be to provide the best education for the child, and each family can determine whether homeschooling is the right path to achieve that goal.

5.3 Research Recommendations

5.3.1 For Homeschooling Parents

Children engaged in homeschooling, the contact time between parents and children is the longest. This presents both advantages and challenges. The advantage lies in the prolonged contact allowing children to be exposed to parents' behaviors,

values, and actions within the family environment. However, the challenge stems from the extended exposure, as parents, being imperfect, inadvertently reveal some of their shortcomings in front of their children. This study suggests focusing on two aspects. Firstly, lead by example. Parents are the first teachers for their children. According to Bandura's social learning theory, learning involves direct experiential learning of behavioral response patterns and indirect experiential learning acquired by observing the behavior of role models. For homeschooled children, parents' behaviors are the primary objects they imitate to gain indirect experiential learning. If parents habitually resort to violence to solve problems at home, children mimic this behavior and become individuals who prefer using physical force to resolve issues. Such parents and children are likely to have a strained parent-child relationship.

On the contrary, if parents advocate democracy, insisting on respecting the wishes of each family member in resolving family matters, children will emulate these values, becoming individuals who embody democratic and rational qualities. Such parents and children are likely to enjoy a harmonious parent-child relationship. In summary, to build a good parent-child relationship, parents must lead by example, being individuals who respect and treat their children well, and are eager to communicate with them. Only in this way can the smooth socialization of homeschooled children be promoted. Secondly, adopt a perspective of empathy. Parents are the strongest support for homeschooled children. However, there are times when parents cannot fulfill all the emotional needs of homeschooled children. Therefore, parents need to learn to empathize, considering issues from the child's perspective and reflecting on what the child truly needs. Firstly, play is a child's nature. If homeschooling emphasizes only academic learning and neglects the child's personality development, then the meaning of homeschooling is lost. Therefore, parents implementing homeschooling should provide more entertainment time for their children. This entertainment is not just play for the sake of play; it involves using recreational time to help children learn social norms, knowledge, or skills.

This way, children not only learn but also have fun, contributing to the construction of a good parent-child relationship. Secondly, children need companions.

In the process of children's growth, parents cannot meet all their emotional needs. Children require peers to learn sharing, mutual assistance, competition, cooperation, and more. Therefore, parents engaged in homeschooling should help their children find suitable peers for mutual learning and play, satisfying the emotional needs of children. A child whose emotional needs are met will be a happy and cheerful child, which is highly beneficial for building a good parent-child relationship. Additionally, parents should understand, discern, and select the peer groups of homeschooled children. Birds of a feather flock together, and peer group formation requires similarity in terms of age, interests, hobbies, family backgrounds, etc. However, some homeschooled children lack discernment when making friends, associating with undesirable peer groups that harm them psychologically or physiologically. As parents of homeschooled children, they should start by helping their children make friends by considering the following points to ensure the child's peer group is of high quality:

Parents should understand the peer groups of homeschooled children. Parents should have a relatively detailed understanding of the status of the peer groups of homeschooled children. With the development of network technology, parents should also directly understand the peer groups of homeschooled children through observation, communication, and indirect methods such as online introductions or monitoring the child's social media activity. In conclusion, parents should have a relatively detailed understanding of the status of the peer groups of homeschooled children, providing reference information for helping children choose peer groups later.

Parents should adopt different attitudes towards different peer groups of homeschooled children. After gaining a detailed understanding of the peer groups of homeschooled children, parents should encourage children to communicate and interact more with peer groups with good character, behavior, and positive attitudes. Conversely, for peer groups with extreme personalities, odd behaviors, negativity, and pessimism, parents should advise children to avoid interacting with them. Especially for peer groups met online, parents should educate their children not to trust easily to prevent exploitation or harm by those with malicious intentions.

Parents should actively recommend high-quality peer groups for homeschooled children. Compared to homeschooled children, parents are better able to accurately identify the character of individuals. Moreover, parents possess more social resources and master more social communication skills than homeschooled children. Therefore, parents should utilize their advantages to help children make more high-quality peer groups through methods such as friend introductions or online searches, introducing children to peer groups that have been discerned to be of high quality.

5.3.2 For Homeschooling Children

"The heavens help those who help themselves," so for homeschooled children to achieve socialization, it is crucial to fully leverage their subjective initiative. Given that self-awareness is not significant in young children, this article specifically addresses homeschooled children with relatively strong self-awareness. Therefore, efforts should be made in the following four aspects:

1) Maintain Physical Health

As mentioned earlier, the state of physical health provides a biological foundation for the comprehensive development of homeschooled children. Therefore, homeschooled children have the responsibility to actively maintain their physical health. Specifically, the following measures should be taken: Moderate and proper physical exercise has a positive impact on improving various functions and immune capabilities of the human body. Homeschooled children can more flexibly arrange their daily routines to enjoy the pleasure of physical exercise. Dietary habits are closely related to physical health. Good dietary habits help promote physical health, while poor dietary habits harm it. Therefore, homeschooled children should be encouraged to consciously cultivate good dietary habits, consuming more health-beneficial foods like fruits and vegetables, and reducing the intake of greasy, high-calorie junk food. Develop good sleep habits: Sleep habits are closely related to physical health. Good sleep habits help maintain physical health, while poor sleep

habits are detrimental. Therefore, homeschooled children should cultivate good sleep habits, maintaining regular daily routines, going to bed and waking up early, and allocating study and rest time reasonably.

2) Continuously Strengthen Learning Abilities

Learning abilities increase with individual accumulation and summarization, and homeschooled children are no exception. Therefore, they should actively accumulate and summarize experiences and lessons during the learning process to continuously strengthen their learning abilities. Additionally, they can seek advice from academically successful elders or peers and utilize resources such as the internet or books to acquire methods to enhance learning abilities.

3) Enhance Emotional Regulation Abilities

Homeschooled children face various negative emotional experiences, such as feelings of loneliness or helplessness. These emotions arise from a lack of companionship with peers, insufficient communication, or a lack of support during setbacks. In this context, it is emphasized that homeschooled children should exhibit subjective initiative, facing problems actively, optimistically, and confidently. When negative emotional experiences occur, they should actively regulate and encourage self-solving. If the problem cannot be resolved independently, seeking external help, including but not limited to family, friends, online resources, and books, should be encouraged.

4) Set Life Goals

The ultimate goal of socialization is integration into society. Homeschooled children should focus on this goal and set long-term positive life goals for themselves. Setting positive life goals provides guidance for the social development of homeschooled children. During the process of achieving long-term goals, these goals can be subdivided into short-term goals. Achieving each short-term

goal brings the joy of success, providing motivation for continuous progress. This stepwise goal setting and accomplishment process help continuously motivate homeschooled children, fostering ongoing improvement.

5) Actively Participate in Social Activities:

The main activity location for homeschooled children is the home, and their main interaction is with family members. Compared to children in public schools, they face issues of a limited social circle and narrow social scope, which is detrimental to the socialization of homeschooled children. Therefore, homeschooled children should be encouraged to actively engage with society and participate in various social activities. By participating in social activities, they can interact with a wider range of people, expanding their social circle. The social activities mentioned here should be legal (Permoser & Stoeckl, 2021), positive, and beneficial, such as study tours, sports events, cultural salons, etc. If opportunities for homeschooled children to participate in social activities are limited, they should actively seek relevant information through channels such as the internet, newspapers, or recommendations from friends and family. Through active participation in social activities, homeschooled children can enhance their interpersonal communication skills, language expression abilities, and strive for meaningful experiences, continuously improving their capabilities.

6) Self-Reflection:

The daily schedule for homeschooled children is relatively flexible, but this also places higher demands on their self-control abilities. To improve time utilization efficiency, it is recommended that they engage in daily self-reflection. Key areas of reflection include: (1) Learning achievement; (2) Daily schedule arrangements (3) Time utilization efficiency; (4) Involvement in activity exercises; (5) Friendship experience. Through daily reflection, identifying and correcting shortcomings in a timely manner will enable homeschooled children to make progress every day and gradually become more outstanding individuals.

5.3.3 For Chinese Educators:

Firstly, for younger children, overseas study and homeschooling would be mostly welcomed by Chinese parents if clear legal status and protection could be ensured for homeschooled students in China. This serves as the foundation for legitimizing homeschooling and provides peace of mind for both parents and students. Secondly, specific regulations should be formulated to clarify various aspects of homeschooling, ensuring the clarity of legal guidance. This not only aids in standardization but also prevents administrative confusion and implementation challenges due to insufficient regulations (Permoser & Stoeckl, 2021). If clear implementation measures and management guidelines are established, providing concrete operational guidance for homeschooling, it would facilitate better implementation by parents and educators, ensuring the quality and effectiveness of education. Legalizing homeschooling can provide a solid foundation for its orderly development, promoting educational diversity and meeting the diverse needs of students. As emphasized earlier, the current policies in China have adverse effects on the socialization of homeschooled children. Therefore, it is necessary for the government to adapt to changing circumstances and establish a scientifically rational policy system to actively promote the social development of homeschooled children. I believe the government can take the following measures:

The Chinese government should clarify the legal status of homeschooling. According to a survey by the 21st Century Education Research Institute, the main obstacles faced by children being homeschooled include intervention by the education administrative department (17.65%), public opinion (24.26%), schools not allowing it (9.56%), and family disagreement (24%). While these factors seem independent on the surface, the core issue is the lack of a legal status for homeschooling in China. This article advocates that establishing the legal status of homeschooling is not only a practical necessity but also a trend of the times. Firstly, homeschooled children, like their counterparts in traditional schools, should be protected under China's Education Law. Some parents are dissatisfied with the current school education and choose homeschooling as a manifestation of their freedom to choose an educational method.

National laws should not deny the legal status of homeschooling in China simply because it is smaller in scale or increase regulatory burdens. Secondly, homeschooling has rapidly developed overseas and achieved significant results, with many countries recognizing its legal status. With China's continuous economic development and technological progress, homeschooling also has the potential to thrive in the country. Finally, homeschooled children face criticism from public opinion, which lead to a loss of confidence and, in severe cases, harbor resentment towards society, hindering their social development. The trend of the times is reflected in the guiding ideology (Apple, 2020) of the "National Medium and Long-term Education Reform and Development Plan (2010-2020)," which states: "Form an open, diverse, high-quality, and balanced modern national education system, providing more educational choices that match the development needs of different students." Homeschooling can meet the diverse needs of students and their parents and should be encouraged.

The government should incorporate homeschooled children into the enrollment management system. With the implementation of the new enrollment management system, the management of homeschooling will become more stringent. Failure to enter the enrollment management system prevent homeschooled children from receiving formal education in public schools. Investigations through media and online channels have shown that compared to children who have been homeschooled until self-examination, more children, after several years of homeschooling, choose to return to public schools. To facilitate the socialization of this group, it is essential for China to include homeschooled children in the enrollment management system. For Chinese compulsory education stage homeschooling children, the principle of attending school nearby should be adhered to, ensuring that they maintain enrollment in local public schools. These children have the following rights: firstly, they can enjoy various facilities provided by the school, such as libraries, sports fields, dance studios, music classrooms, etc.; secondly, they can participate in various activities organized by the school, such as museum visits, outings, sports events, etc.; thirdly, for those children who no longer wish to homeschool, public schools should be prepared to admit them at any time; fourthly, homeschooling children should be provided with educational supervision teachers who conduct regular home visits to address issues

related to subject knowledge and textbook selection. The obligations of these children include participating in mid-term and final exams at the school. For those who fail the final exams, they must return to public schools for at least one semester of education until they pass the exams and can resume homeschooling. Additionally, they need to cooperate with educational supervision teachers, providing authentic and reliable information about their homeschooling study and living conditions.

For high school homeschooling children, the model of education vouchers from the United States can be considered. Encourage them to freely choose a public high school within the jurisdiction of their household registration to maintain enrollment. Apart from paying a certain tuition fee, other rights and obligations remain consistent with the compulsory education stage. Incorporating homeschooling children into the student management system helps them access more educational resources, better integrate with public school education, improve their test-taking abilities, and prepare for future academic pursuits. Simultaneously, this facilitates the government's better supervision of homeschooling practices, ensuring that the educational rights of each homeschooling child are fully protected. Every child is unique, and as parents, efforts should be made to create a positive growth environment, protect their rights, and respect their individuality. Homeschooling parents in China are practitioners of diverse educational choices, varying in age, profession, education level, residence, religious beliefs, and motivations for homeschooling. However, their common goal is to provide a healthy and joyful environment for their children's growth through homeschooling, allowing them to acquire necessary knowledge and eventually integrate successfully into society. Despite facing numerous challenges in the development of homeschooling in China, I sincerely wish that every homeschooling child can grow freely within the framework of meeting basic societal requirements, becoming a unique individual and realizing their desired self. In summary, the government should establish the legal status of homeschooling to create a favorable political environment for homeschooled children, helping them better achieve socialization.

5.3.4 Recommendation for Implementation

Based on the research questions and findings presented, the following research recommendations are proposed:

Explore the Evolution of Parental Perspectives on Homeschooling: Conduct longitudinal studies to track the evolution of Chinese parents' perspectives on homeschooling throughout their homeschooling journey. Investigate how motivations, expectations, and needs change over time, considering factors such as academic goals, socialization, family dynamics, and personal growth.

Investigate the Influence of Cultural Expectations on Homeschooling Expectations: Delve deeper into the influence of cultural expectations, particularly regarding academic achievement and social status, on Chinese parents' initial expectations when choosing homeschooling. Explore how cultural factors shape parents' aspirations for their children's education and how these expectations evolve over time.

Address Curriculum Choices and Support Systems: Conduct research focused on identifying strategies to assist Chinese parents in Thailand with curriculum choices and establishing effective support systems. Investigate the impact of educational backgrounds, access to resources, and parental education on homeschooling outcomes. Provide guidance on navigating between different educational frameworks, such as the International Baccalaureate (IB) and General Certificate of Education Advanced Level (A-Level), to meet the diverse needs of homeschooled students.

Evaluate Legal Compliance and Training Needs: Assess the legal requirements and compliance challenges faced by homeschooling families in Thailand. Investigate the need for professional training and educational skills development among parents engaged in homeschooling. Explore potential interventions to support parents in meeting legal obligations and enhancing their capacity as educators, including workshops, training programs, and peer support networks.

Examine the Social and Emotional Impact of Homeschooling: Conduct research to explore the social and emotional implications of homeschooling on children and families. Investigate the advantages and disadvantages of flexible and independent learning approaches, the role of social interaction in homeschooling, and the impact of parents sacrificing their careers for homeschooling. Explore strategies to promote socialization, emotional well-being, and holistic development among homeschooled children. By addressing these research recommendations, scholars can gain deeper insights into the motivations, expectations, needs, advantages, and disadvantages associated with homeschooling among Chinese parents in Thailand. Additionally, policymakers, educators, and homeschooling communities can utilize these findings to develop more effective support mechanisms and interventions to enhance the homeschooling experience for families.

5.3.5 Recommendation for Future Studies

In the past few decades, academia has shown an increasing interest in homeschooling, once considered a marginal phenomenon that has now become a significant and increasingly widespread trend. In recent years, the number of participants in homeschooling in China has also significantly increased. However, research on the motivations and experiences of Chinese homeschooling parents remains insufficient. The purpose of this paper is to provide empirical evidence regarding the experiences, expectations, needs, and guidance of Chinese homeschooling families. The researcher found that the ecological systems theory presents the environment as a set of nested influences, with schools and families being two of the most intrinsic influences (Bronfenbrenner & Ceci, 1994), providing valuable insights when interpreting the results of this study. Explaining the results from this perspective is meaningful as parents in our study reported parenting practices, childcare practices, tailored education, understanding children's academic achievements and challenges, parent-child relationships, and social outcomes as part of their parenting practices.

The study results indicate that in homeschooling families, parents are both caregivers and educators for their children. Throughout the academic year, parents in homeschooling families consider the home, rather than school, to be the center of their child's development. However, we also found that due to a lack of support from Chinese schools, children in homeschooling families are almost completely detached from the school system. Therefore, interactions outside the home often involve other homeschooling families rather than children within the school system. Despite the ecological systems theory separating the influences of family and school, homeschooling parents simultaneously exert both influences, and their parenting practices yield what they perceive as successful outcomes (Hamlin & Cheng, 2022). Future research can focus on whether these dual influences have an impact on homeschooled children.

The researcher used a social skills scale to assess parents' involvement in their children's social skills. According to theory, children's social skills are influenced by the social skills of parents. In our study, we found that parents' social skills directly impact their children's levels of social skills. Most children reportedly perform well in interactions, with only a few experiencing social difficulties. Therefore, it is currently unclear whether these influences stem from parents or previous school environments. Future research can continue to focus on children with issues and the reasons behind these issues. Parents in our study are highly involved in their children's education, considering this dynamic as a key factor for their academic success. In this context, parents describe that their experiences with homeschooling enhance their sense of self-efficacy. It is noteworthy that parents' reports are not always confident in homeschooling or their children's academic success. However, because parents perceive their children to perform well academically, even if they develop at different rates and in different ways, they still consider homeschooling overall successful (Hamlin, & Cheng, 2022). Future research can further explore whether parents' self-efficacy affects academic success. This point is crucial, as there is currently limited research on scholars who choose non-traditional homeschooling methods and a scarcity of studies specifically focusing on Chinese homeschooling abroad. We have found that gifted children discover more developmental opportunities in

homeschooling and identify areas that suit their talents. In the future, we can conduct separate research specifically on gifted children in homeschooling.

5.4 Educational Implications

Based on the outlined research questions and findings, several educational implications emerge, providing valuable insights for educators, policymakers, and homeschooling communities in both China and Thailand: Educators and policymakers in both China and Thailand should recognize the influence of cultural expectations on Chinese parents' motivations, expectations, and needs regarding homeschooling. By acknowledging cultural values and aspirations, customized support systems can be developed to address the unique needs of Chinese homeschooling families in Thailand. It is providing culturally relevant resources, educational framework guidance, and facilitating connections with other homeschooling families within the community (Sudiapermana & Sriwidaningsih, 2021). Educational institutions and support organizations can play a crucial role in assisting Chinese parents with curriculum choices and educational planning. Offering guidance on curriculum selection, academic goal-setting, and aligning educational objectives with children's interests and abilities can empower parents to make informed decisions about their children's education. Additionally, providing access to diverse educational resources and platforms can enhance the flexibility and effectiveness of homeschooling practices.

To ensure the legal compliance of homeschooling practices, policymakers and educational authorities in both China and Thailand should disseminate clear guidelines and regulations regarding homeschooling requirements and procedures. Providing comprehensive information on legal obligations, reporting mechanisms, and available support services can help alleviate concerns and uncertainties among homeschooling families. Furthermore, offering professional development opportunities and training programs for homeschooling parents can enhance their understanding of legal compliance and educational best practices. Recognizing the importance of holistic development, educators and policymakers should emphasize the integration of social, emotional, and cognitive domains in homeschooling practices.

Encouraging opportunities for social interaction, community engagement, and extracurricular activities can foster the socialization and emotional well-being of homeschooled children. Additionally, promoting parental involvement in children's learning experiences (Martin-Chang & Levesque, 2021) and providing support for parents' own educational growth can contribute to the overall development of homeschooling families.

Educational stakeholders should prioritize research-informed practices and evidence-based interventions to enhance the quality and effectiveness of homeschooling experiences. Investing in longitudinal studies, collaborative research initiatives, and professional learning communities can facilitate knowledge exchange, innovation, and continuous improvement in homeschooling education. By leveraging research findings and educational implications, stakeholders can develop targeted interventions and support strategies to address the diverse needs of homeschooling families and promote positive educational outcomes for children. Overall, these educational implications underscore the importance of culturally responsive support systems, curriculum flexibility, legal awareness, holistic development, and research-informed practices in enhancing the homeschooling experience for Chinese parents in Thailand. By embracing these implications, educational stakeholders can contribute to the empowerment, well-being, and academic success of homeschooled children and their families.

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Appendices

The image features a large, faint watermark of the Rangsit University logo in the background. The logo is a circular emblem with a stylized flame or sunburst at the top, radiating lines forming a circle, and the university's name in Thai and English at the bottom.

Appendix A

In-depth / Semi-structured Interview Question

In-depth / Semi-structured Interview Questions

Interview 1: Semi-structured Focused Life History Interview

(Exosystems affecting the student)

I. Parents' Background/Demographics:

1. Please tell me a little about yourself. How would you describe yourself to someone else?

a. How do you spend your free time?

b. What do you enjoy doing?

2. Where did you grow up? Region of country? Rural or urban?

3. Tell me a little bit about your parents.

a. What is your relationship with them today? (Follow up prompt if needed.)

b. Do they live close and do you interact a great deal or do they live far away, which limits the amount of interaction?

4. Who were the important adults in your life as you grew up? Can you tell me a little bit about them (if not answered, ask about their education level)?

II. Parents' Education:

1. Tell me about your education experiences. Starting with elementary school, can you describe what school was like for you?

2. What kind of schools did you attend (home, private, public) and where were they located?

3. What did you like most about your schooling experiences?

4. What did you like least about your schooling experiences?

III. Parents' Work:

1. Do you or your spouse work outside of the home? For each ask:

a. Can you describe what a typical work day looks like?

b. Is your schedule regular, or does it vary? Can you describe your schedule?

c. Do you feel that your job affects the homeschooling process?

IV. Getting to Know the Children:

(The Microsystems of the homeschooled child)

1. Tell me about your children. (Ages, gender, personality etc.) Are they all homeschooled?
 - a. Can you describe your child's personality?
2. Can you describe your child's strengths educationally?
3. Can you describe your child's challenges educationally?

V. The Family's Decision to Homeschool:

1. How long have you been homeschooling your children?
2. Can you share with me what led to your decision to start homeschooling?
3. In your opinion, what are the positive benefits of homeschooling? Followed by, in your opinion what challenges do you face homeschooling? Can you describe the roles of each of the parents in the homeschooling endeavor?
4. What do you see as the role of the state in the education of children?

Interview 2: In Depth Interview Regarding the Details of the Homeschooling Experience.

(The environment in which Homeschooling takes place):

I. Homeschooling Experience

1. Please describe an average day of homeschooling for you and your child/ren.
2. Can you describe the physical space in which most of your instruction takes place?
3. What subjects do you feel most confident teaching, and which ones do you feel less confident teaching?

II. Teaching Approach and Background:

1. What is your favorite subject to teach and why?
2. What is your least favorite subject to teach and why?
3. Can you share with me what you feel are the traits of an effective

home educator?

4. What are your educational goals for your child/ren within the next year?
5. What are your long term goals for your child/ren's education?

III. Curriculum and Instructional Supports

1. How do you make curricular choices?
2. Can you describe the kinds of materials that you use regularly?
 - a. Where did you learn about these materials?
 - b. Who do you talk to when making decisions about curriculum and materials?
3. How do you decide what topics and content you're going to teach?
4. What organizations do you go to for support in your homeschooling experience, and what kind of supports do you find there?
5. Do you use any of the services from the local school district? If so, can you characterize your experience with those services?
5. How would you characterize your child/ren's learning style?
 - a. What topics or subjects does your child/ren really enjoy?
 - b. Are there any that your child/ren doesn't enjoy or struggles with?
 - c. How do you know when your child/ren is really getting it?
 - d. How can you tell if your child/ren is struggling with what he/she is learning?
7. Are you happy with your child/ren's overall academic progress?
8. How do you measure if your child is developing successfully intellectually?
9. What kinds of assessments or tests do you give your child/ren to measure achievement? Are any of these state or national assessments like public school text or private school test?

IV. About Education Strategies:

1. During the homeschooling process, what educational strategies or methods have you employed? Please share some methods you find most effective.
2. Have you developed specific educational plans or curriculum to help your child(ren) develop social emotional competence?

V. The Child's Social and Emotional Development:

1. What reaction has your child/ren received from other kids who attend different types of schools (public, private)?
2. How has homeschooling affected the relationships between your children?
3. How has homeschooling affected the relationship between you and your child/ren?
4. How would you characterize your parenting style?
5. How would you characterize your teaching approach to your child/ren?
6. How do others in your family or peer group respond to your decision to homeschool your child/ren?
7. In the home school environment, what kinds of activities do you do to help facility.



Appendix B

Focus Group Interview Questions

Focus Group Interview Questions

I. Motivation for Choosing Homeschooling:

1. Why did you decide to choose homeschooling as an educational method?
2. Have you considered traditional school education? If so, what factors influenced your decision?

II. Educational Approaches and Methods:

3. What educational methods and resources do you use to educate your children?
4. How do you organize daily learning activities and curriculum?
5. Are there specific educational philosophies or approaches that have influenced your teaching methods?

III. Challenges in Homeschooling:

6. What has been the biggest challenge you've faced in homeschooling?
7. How do you address issues related to socialization, curriculum planning, and assessment?

IV. Socialization and Social Interaction:

8. How do your children interact and socialize with peers their own age?
9. Are there specific social activities or groups your children participate in?

Assessment and Academic Achievement:

10. How do you assess your children's academic progress?
11. How well do your children perform academically, and do you have specific goals or standards?

V. Advantages and Disadvantages of Homeschooling:

12. What do you see as the advantages of homeschooling?
13. Are there any drawbacks or limitations you've encountered in

homeschooling?

VI. Homeschooling Communities and Support:

16. Have you been involved in homeschooling communities or sought support?

17. How do homeschooling parents share their experiences and resources with each other?

VII. Future Planning and Educational Goals for Your Children:

18. What are your plans and goals for your children's future education?

19. Have you considered transitioning to traditional school education?

VIII. External Support and Social Interaction:

20. Have you participated in homeschooling-related events or social gatherings? If so, could you share some experiences?

21. Are there specific organizations or communities that you find particularly helpful for homeschooling parents?

IX. Homeschooling Networks:

22. Have you connected with other homeschooling parents through online social media or homeschooling forums?

23. How do you effectively utilize online resources for support and information?

X. Communication and Resource Sharing:

24. How do homeschooling parents share educational resources and experiences with each other?

25. Is there a culture that encourages homeschooling parents to support each other?

XI. Collaboration and Cooperative Projects:

26. Have you ever collaborated with other homeschooling families on projects or activities?

27. How do homeschooling parents collaborate to enhance their children's learning experiences?

XII. Socialization and Diversity:

28. How do homeschooling parents ensure their children interact with people from diverse backgrounds and viewpoints?

29. Are there specific methods or activities to promote social diversity?





Appendix C

Interview Data collection

Interview Transcription

Parents' Perspectives on Personalized Learning in Homeschooling

FM11:

Viewpoint: "Homeschooling provides us with a greater space for personalized learning. Each child has different learning styles and interests, which may be overlooked in traditional schools. In the home environment, we can create learning plans based on each child's unique needs, stimulate their interests, and cultivate their strengths. This personalized approach helps to ignite motivation for learning and fosters independent learning skills."

FM 21:

Viewpoint: "Personalized learning is more achievable in homeschooling because we can adjust teaching methods more flexibly. If a child encounters difficulties in a particular subject, we can utilize different teaching resources and methods to adapt to their learning style. This is not easily achievable in traditional schools where classes often follow a fixed schedule. In homeschooling, we can adjust based on the child's learning pace and style."

FM 13:

Viewpoint: "Personalized learning allows us to delve deeper into understanding our children's interests and talents. We can design targeted learning projects to help them explore their areas of interest more profoundly. This not only promotes specialization in specific areas but also nurtures a profound understanding of knowledge. In comparison to the one-size-fits-all approach in traditional schools, homeschooling allows us to better uncover and develop each child's unique potential."

Flexible Learning Perspectives and Interview Analysis in Homeschooling

FM21:

Perspective: "Homeschooling provides us with a great deal of flexibility in learning. Each child has different learning styles and interests, which may be overlooked in traditional schools. In a home environment, we can tailor learning plans based on each child's unique needs, sparking their interests and cultivating strengths. This personalized approach contributes to fostering motivation and self-directed learning skills."

FM3:

Perspective: "Flexible learning is more achievable in homeschooling. If a child encounters difficulties in a particular subject, we can adjust the teaching methods on-the-fly, providing additional learning time or utilizing different materials. This kind of personalized flexibility is hard to achieve in traditional schools, where teaching is often rigid and less tolerant of change."

FM6:

Perspective: "Homeschooling allows us to adjust teaching plans based on the child's interests and learning progress. Sometimes, a child may show a strong interest in a specific topic, and we can delve deeper without being restricted by the fixed curriculum of traditional schools. This flexibility encourages more exploratory and in-depth learning."

Impact and Development of Students' Perspectives in Homeschooling: Parents' Interview Analysis

FM23:

Perspective: "Homeschooling has had a profound impact on my child's perspective. They are more engaged in learning, and the ability to tailor the curriculum to their interests has sparked a genuine enthusiasm for education. It's evident in their curiosity and the way they connect learning to real-life experiences."



Appendix D

IOC Experts Invitations



มหาวิทยาลัยรังสิต Rangsit University T. (66) 2997 2200-38
 ถนนพหลโยธิน แขวงจตุจักร กรุงเทพมหานคร 12000 P. (66) 2791 5357
 E. info@rsu.ac.th

STC 4800/0877

March 11, 2024

Subject: Invitation for being an Index Item - Objective Congruence (IOC) expert

Dear Dr. Dong Weijian, Xiamen Institute of Technology,

The Doctor of Education Program, in Educational Studies, Suryadhep Teachers College, Rangsit University organized a Research Proposal Defense for Miss Xiyao Liang, Student Number 6406124 (Asst. Prof. Dr. Supinda Lertlit is her advisor) on 6 November 2023. Her research title is "Ideology of Homeschooling: Experiences, Expectations, Needs and Guidelines" Currently she is in the middle of the instrument design phase and has come up with the instrument for her study.

Thus, the Program would like to invite you to be our IOC expert for examining the research instruments. Your suggestions to improve our student's research truly appreciated.

Sincerely yours,


 Assistant Professor Pimurai Limpapath, Ph.D.

Director of Doctoral Degree Program in Educational Studies

Suryadhep Teachers College, Rangsit University



มหาวิทยาลัยรังสิต Rangsit University T. (66) 2997 2200-10
เมืองเอก อ.พญาไท รังสิต F. (66) 2791 5757
จ.ปทุมธานี 12000 E. info@ru.ac.th

STC 4800/0878

March 11, 2024

Subject: Invitation for you to be an Index Item - Objective Congruence (IOC) expert

Dear Prof. Liang Wei Hohai University,

The Doctor of Education Program, in Educational Studies, Suryadhep Teachers College, Rangsit University organized a Research Proposal Defense for Miss Xiyao Liang, Student Number 6406124 (Asst. Prof. Dr. Supinda Lertlit is her advisor) on 6 November 2023. Her research title is "Ideology of Homeschooling: Experiences, Expectations, Needs and Guidelines" Currently she is in the middle of the instrument design phase and has come up with the instrument for her study.

Thus, the Program would like to invite you to be our IOC expert for examining the research instruments. Your suggestions to improve our student's research truly appreciated.

Sincerely yours,

Dr. Pimurai Limpapath

Assistant Professor Pimurai Limpapath, Ph.D.
Director of Doctoral Degree Program in Educational Studies
Suryadhep Teachers College, Rangsit University



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STC 4800/0879

March 11, 2024

Subject: Invitation for being an Index Item - Objective Congruence (IOC) expert

Dear Prof. Inam Ullah Gachon University,

The Doctor of Education Program, in Educational Studies, Suryadhep Teachers College, Rangsit University organized a Research Proposal Defense for Miss Xiyao Liang, Student Number 6406124 (Asst. Prof. Dr. Supinda Lertlit is her advisor) on 6 November 2023. Her research title is "Ideology of Homeschooling: Experiences, Expectations, Needs and Guidelines" Currently she is in the middle of the instrument design phase and has come up with the instrument for her study.

Thus, the Program would like to invite you to be our IOC expert for examining the research instruments. Your suggestions to improve our student's research truly appreciated.

Sincerely yours,

Dr. Pimurai Limpapath

Assistant Professor Pimurai Limpapath, Ph.D.

Director of Doctoral Degree Program in Educational Studies

Suryadhep Teachers College, Rangsit University



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STC 4800/0880

March 11, 2024

Subject: Invitation for being an Index Item - Objective Congruence (IOC) expert

Dear Dr. Khongorzul Dashdondov Chungbuk National University,

The Doctor of Education Program, in Educational Studies, Suryadhep Teachers College, Rangsit University organized a Research Proposal Defense for Miss Xiyao Liang, Student Number 6406124 (Asst. Prof. Dr. Supinda Lertlit is her advisor) on 6 November 2023. Her research title is "Ideology of Homeschooling: Experiences, Expectations, Needs and Guidelines" Currently she is in the middle of the instrument design phase and has come up with the instrument for her study.

Thus, the Program would like to invite you to be our IOC expert for examining the research instruments. Your suggestions to improve our student's research truly appreciated.

Sincerely yours,

Dr. Pimurai Limpapath

Assistant Professor Pimurai Limpapath, Ph.D.

Director of Doctoral Degree Program in Educational Studies

Suryadhep Teachers College, Rangsit University



มหาวิทยาลัยรังสิต Rangsit University T. (66) 2992 2200-10
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Bangkok 12000 Pathumthani 12000, Thailand E. info@ru.ac.th

STC 4800/0881

March 11, 2024

Subject: Invitation for being an Index Item - Objective Congruence (IOC) expert

Dr. Inayat Khan University of Engineering & Technology.

The Doctor of Education Program, in Educational Studies, Suryadhep Teachers College, Rangsit University organized a Research Proposal Defense for Miss Xiyao Liang, Student Number 6406124 (Asst. Prof. Dr. Supinda Lertlit is her advisor) on 6 November 2023. Her research title is "Ideology of Homeschooling: Experiences, Expectations, Needs and Guidelines" Currently she is in the middle of the instrument design phase and has come up with the instrument for her study.

Thus, the Program would like to invite you to be our IOC expert for examining the research instruments. Your suggestions to improve our student's research truly appreciated.

Sincerely yours,

Dr. Pimurai Limpapath

Assistant Professor Pimurai Limpapath, Ph.D.

Director of Doctoral Degree Program in Educational Studies

Suryadhep Teachers College, Rangsit University

The image features a large, faint watermark of the Rangsit University logo in the background. The logo is a circular emblem with a stylized flame or sunburst at the top, radiating lines in the middle, and the university's name in Thai and English at the bottom.

Appendix E

RSU Ethics Review Board Certificate



COA. No. RSUERB2024-036

**Certificate of Approval
By
Ethics Review Board of Rangsit University**

COA. No.	COA. No. RSUERB2024-036
Protocol Title	IDEOLOGY OF HOMESCHOOLING: EXPERIENCES, EXPECTATIONS, NEEDS AND GUIDELINES
Principle Investigator	Liang Xiyao
Co-Investigator	Asst.Prof.Supinda Lertlit,Ed.D.
Affiliation	Suryadhep Teachers College, Rangsit University
How to review	Full Board Review
Approval includes	1. Project proposal 2. Information sheet 3. Informed consent form 4. Data collection form/Program or Activity plan
Date of Approval:	29 February 2024
Date of Expiration:	29 February 2026

The prior mentioned documents have been reviewed and approved by Ethics Review Board of Rangsit University based Declaration of Helsinki, The Belmont Report, CIOMS Guideline and International Conference on Harmonization in Good Clinical Practice or ICH-GCP

Signature.....

(Associate Professor Dr. Panan Kaanchanaphum)

Chairman, Ethics Review Board for Human Research



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Appendix F

Letter for Data Collection Permission



ST | SITOR-EDU
SITOR EDUCATION

希島教育

8/140 Chang Akat Uthit 10 Alley, Khwaeng Don Mueang, Don Mueang, Bangkok 10210 Tel: 092-8429530 083-3231311 080-3931984
8/140 ซ.ช้างอักษะอุทิศ 10 แขวงดอนเมือง ดอนเมือง กรุงเทพฯ 10210 โทร: 092-8429530 083-3231311 080-3931984

Sitor Homeschool Consent Form

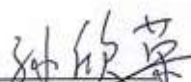
I, Sun Xinrong, as the responsible party for Sitor Homeschool, hereby grant consent for Ms. Liang Xiyao (Passport:EF7754902, from Rangsit university) (hereinafter referred to as the "Participant") to engage in Ed.D. research at Sitor Homeschool. This consent form confirms the following:

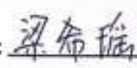
1. Purpose: The Participant will enter Sitor Homeschool to conduct Ed.D. research, including interviews, observations, and other activities related to school operations, teaching methods, and student performance.
2. Activities: The Participant's activities within the school may include, but are not limited to, interviews with school staff, teachers, students, and other relevant individuals, as well as observations of school facilities. The focus of these activities will primarily be on the research area of the Ph.D. thesis.
3. Confidentiality: Sitor Homeschool will ensure the confidentiality of all information obtained by the Participant during the research process, prohibiting its use for any commercial or illegal purposes.
4. Disclaimer: Sitor Homeschool shall not be held responsible for any risks or issues that the Participant may encounter during the research at the school. The Participant is responsible for ensuring that their actions comply with the school's regulations.
5. Right to Withdraw: The Participant has the right to withdraw from this research at any time, without providing any reasons. The withdrawal will not affect the research conducted up to that point.
6. Publication Agreement: Sitor Homeschool may, under appropriate circumstances, disclose the Participant's research results, ensuring the confidentiality of the Participant's personal identity.
7. Contact Information: The Participant agrees to provide valid contact information for communication purposes.

The above confirmation is voluntary, and both the Participant and Sitor Homeschool agree to comply with and fulfill all the terms of this consent form.

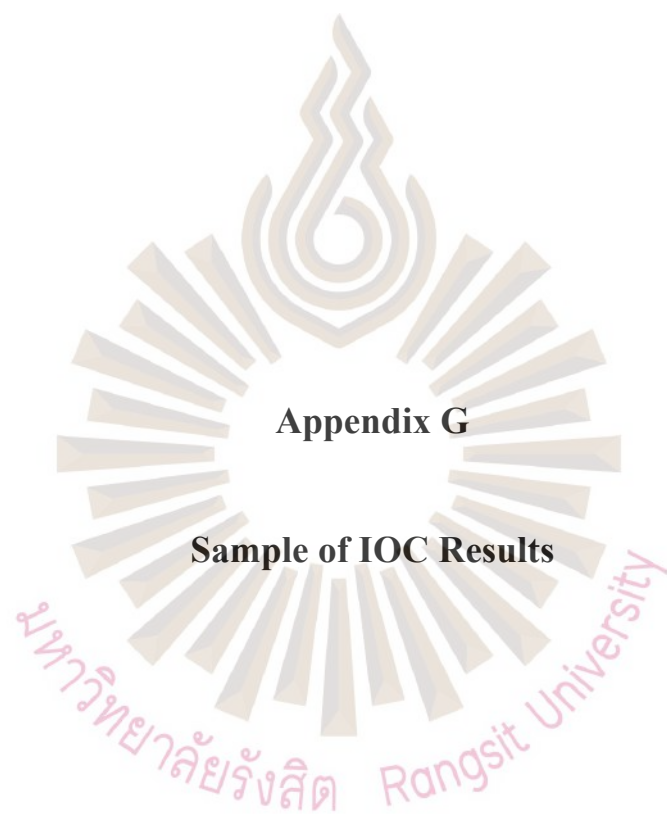
Sitor Homeschool Rep: _____

Date: 23.12.2023


Sun Xin Rong

Participant:  LIANG XI YAO.

Date: 23.12.2023



Appendix G

Sample of IOC Results

Part1: Semi-Structured Interview Focused Life History Interview							
The expert is kindly requested to examine each item of the research instrument for its content validity.		Expert's Review					
	Questions	Agree	Not sure	Disagree	IOC	Pass	Revise
		+1	0	-1			
Parents' Background/Demographics							
11	Please tell me a little about yourself. How would you describe yourself to someone else? a. How do you spend your free time? b. What do you enjoy doing?	4	1		0.8	✓	v
22	Where did you grow up? Region of country? Rural or urban? How has your family influenced your learning? What role do strong family bonds play in education?	3	2		0.6	✓ ✓	
33	Tell me a little bit about your parents. a. What is your relationship with them today? (Follow up prompt if needed.) b. Do they live close and do you interact a great deal or do they live far away, which limits the amount of interaction?	3	1	1	0.4		X
44	Who were the important adults in your life as you grew up? Can you tell me a little bit about them (if not answered, ask about their education level)?	4	1		0.8	✓	

Parents' Education							
1 1	Tell me about your education experiences. Starting with elementary school, can you describe what school was like for you?	4	1		0.8	✓	
2	What kind of schools did you attend (home, private, public) and where were they located?	4	1		0.8	✓	
3	What did you like most about your schooling experiences?	5			1.0	✓	
4	What did you like least about your schooling experiences?	5			1.0	✓	
Parents' Work							
1	Do you or your spouse work outside of the home? For each ask: a. Can you describe what a typical work day looks like? b. Is your schedule regular, or does it vary? Can you describe your schedule? c. Do you feel that your job affects the homeschooling process?	3	2		0.6	✓	
Getting to Know the Children							
1	Tell me about your children. (Ages, gender, personality etc.) Are they all homeschooled? Can you describe your child's personality?	4	1		0.8	✓	
2	Can you describe your child's strengths educationally?	4	1		0.8	✓	
3	Can you describe your child's challenges educationally?	5			1.0	✓	



Appendix H

TurnItin Results

5/7/24, 11:36 AM

Turnitin - Originality Report - Ch1-5 Xiyao Liang Final defense

Turnitin Originality Report

Processed on: 07-May-2024 12:32 PM +08
ID: 2373001049
Word Count: 59866
Submitted: 1

Ch1-5 Xiyao Liang Final defense By Supinda Lertlit

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Wu, Cheng-Hsien, "Resilient Journeys: A case study of why and how low-income families practice homeschooling", The Research Repository @ WVU, 2013

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Xiaoming Sheng, "Confucian Work and Homeschooling", Education and Urban Society, 2013

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1/47



Biography

Name	Xiyao Liang
Date of birth	August 29, 1989
Place of birth	Yinchuan, Ningxia
Education background	Changzhou University, Changzhou, China Bachelor of International Trade, 2012 Dhurakij Pundit University, Bangkok, Thailand Master of Education Management, 2019 Rangsit University, Bangkok, Thailand Doctor of Education in Educational Studies, 2024
Address	Suryadhep Teachers College, Rangsit University, 52/347 Paholyothin 57, Paholyothin Road, Pathum Thani 12000, Thailand
Email Address	lxy19890829@gmail.com
Place of work	Sitor Homeschool
Work position	Chinese teacher

